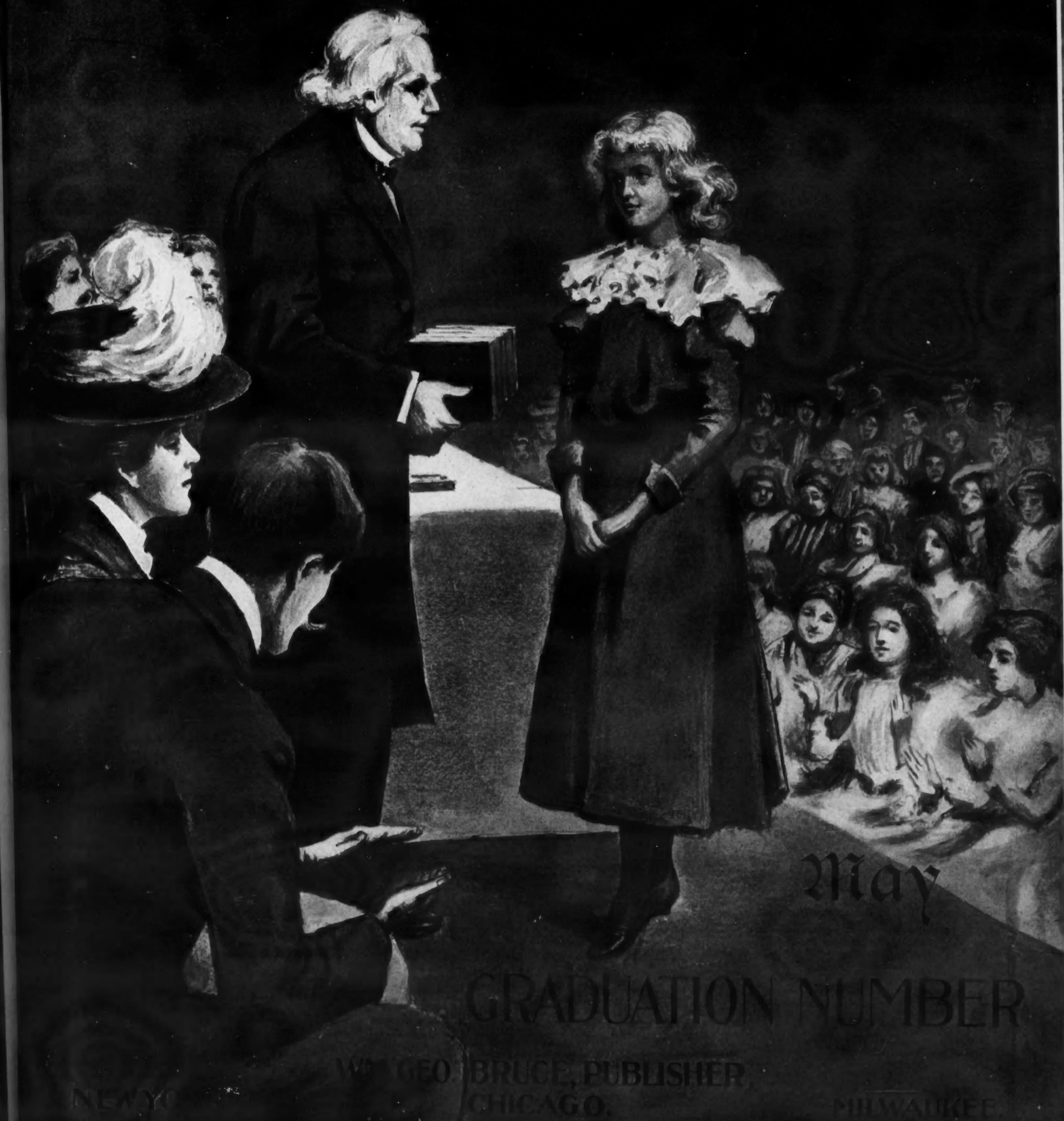


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May

GRADUATION NUMBER

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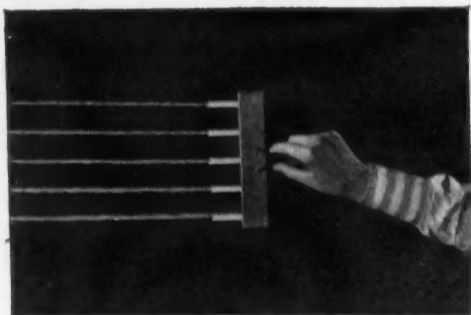
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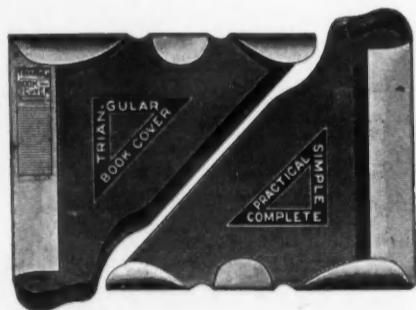
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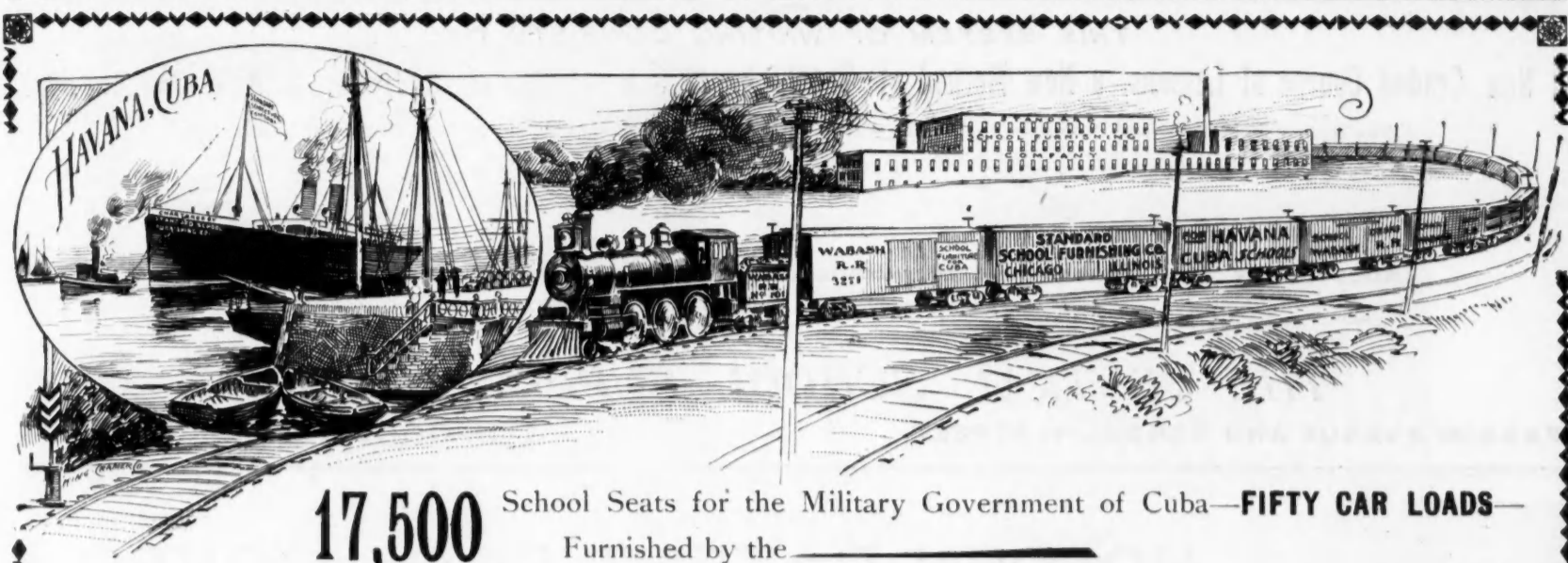
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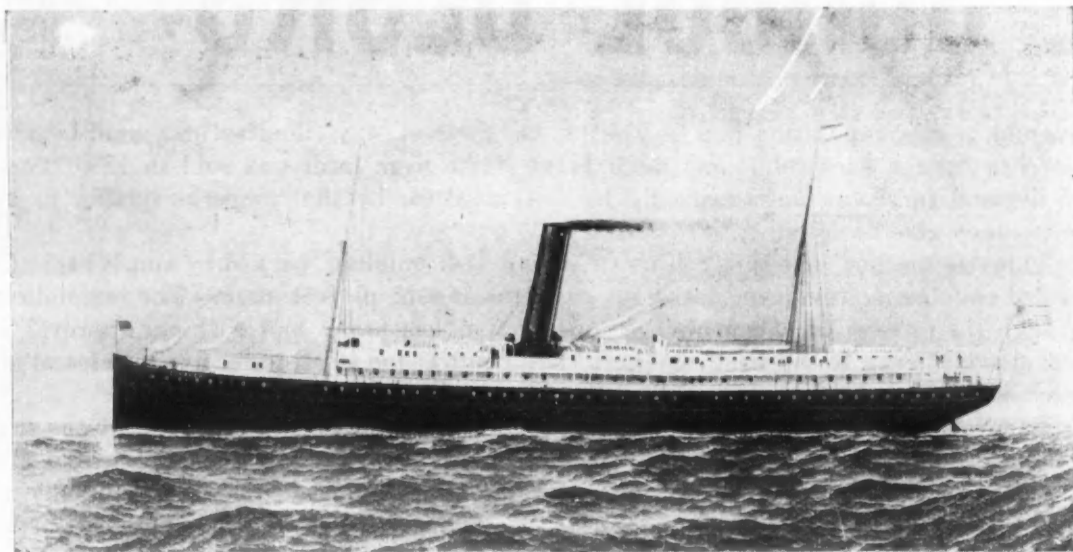
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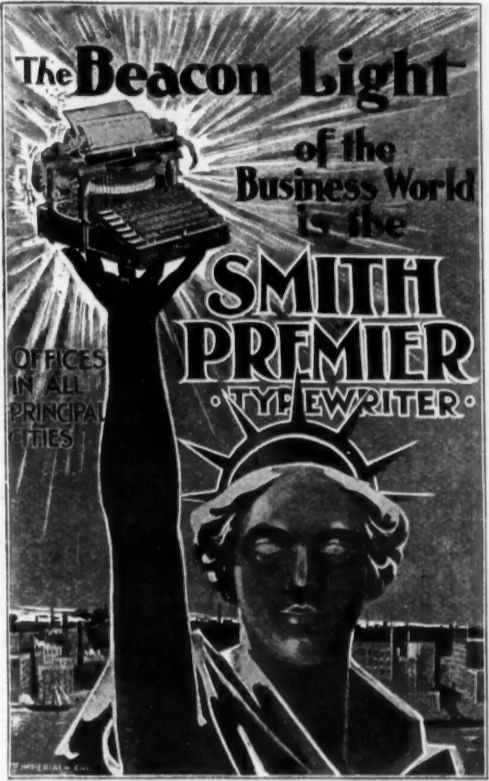


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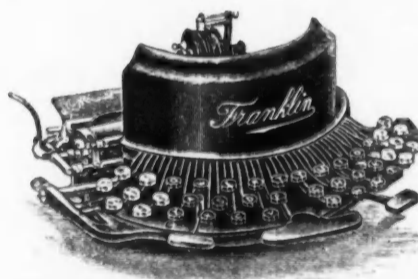
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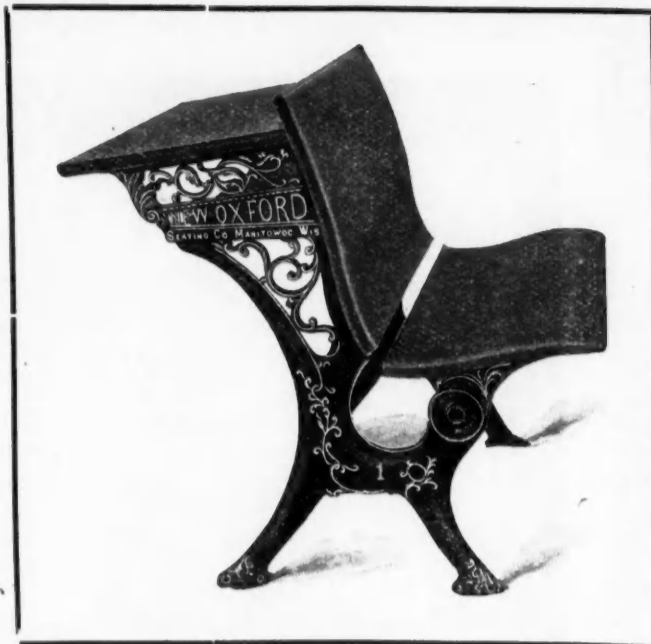
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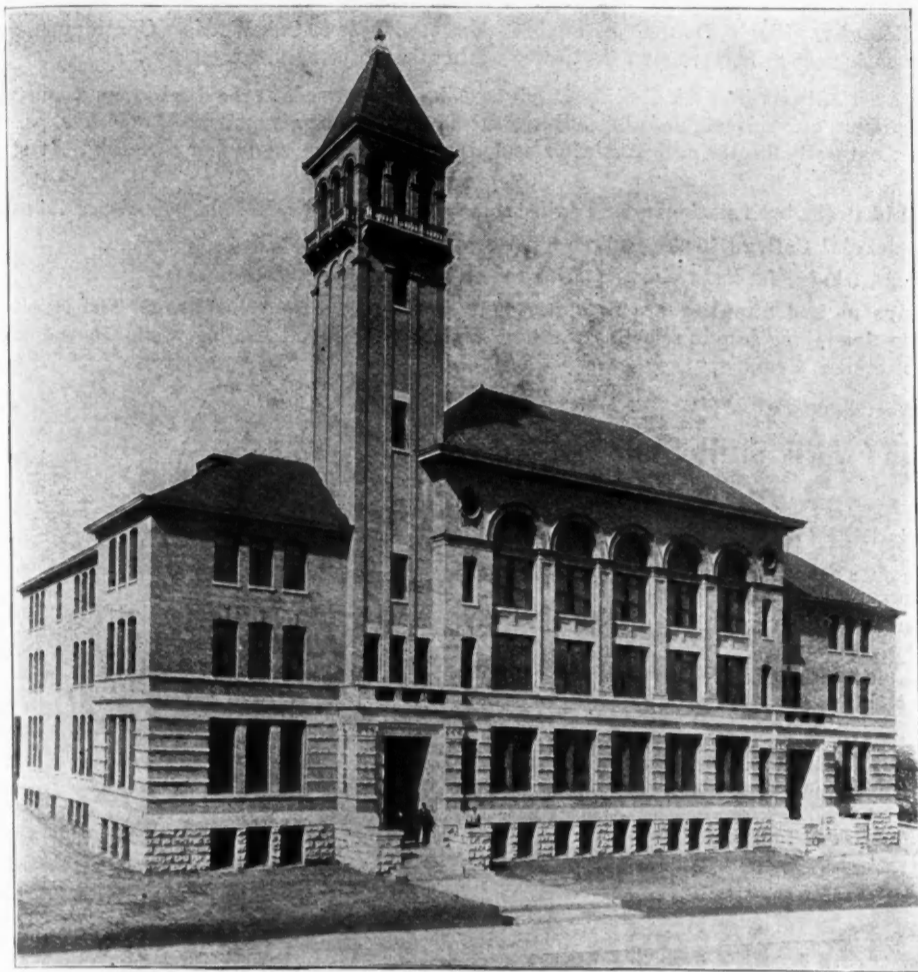
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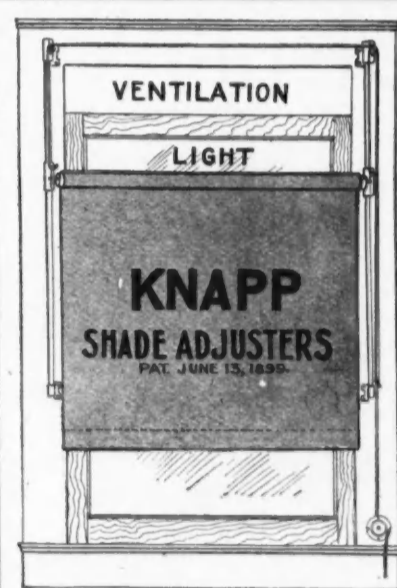
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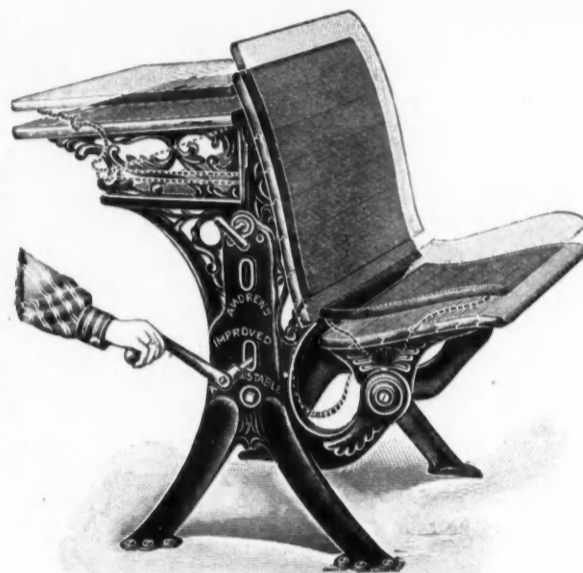
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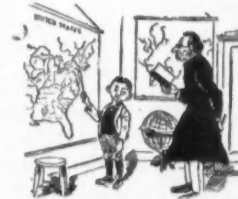
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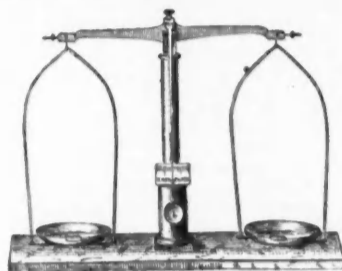
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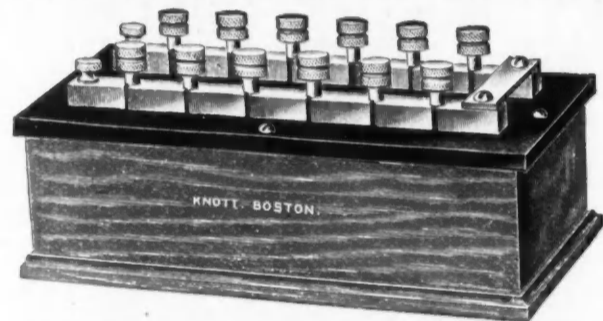
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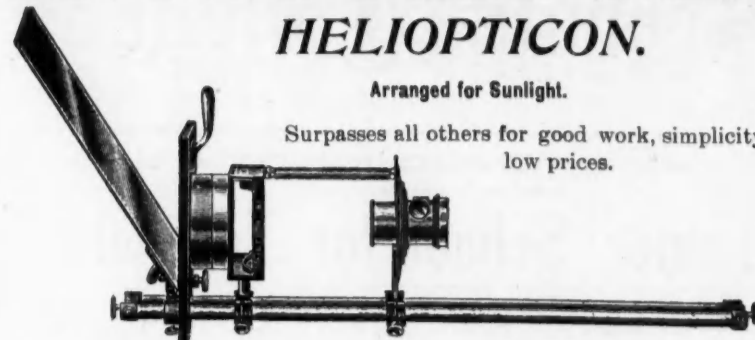


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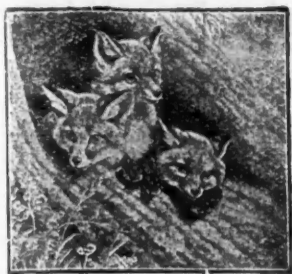
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Under the law conferring authority on voters of a school district to change existing school districts at their annual meetings on petition and notice, a part of an existing district cannot be voted out of it at a special meeting with or without petition and notice, or at an annual meeting without a petition and notice.—State ex rel. Frisby vs. Hall, Mo.

#### Government Officers and District Meetings.

Where a re-elected treasurer of a school district makes a settlement and produces the funds in his control, as required by the law, requiring the same before his bond shall be approved, such settlement is, in the absence of fraud or mistake, conclusive, and no inquiry can be made as to the source of the necessary funds.—Independent School Dist. of Sioux City vs. Hubbard, Ia.

The sureties on the bond of the treasurer of a school district cannot avoid their liability because of false statements as to the treasurer's accounts made to them by the president of the school board, before the bond was executed, without authority, and having no connection with his official duties.—Independent School Dist. of Sioux City vs. Hubbard, Ia.

Where, under the law, a school board is a quasi corporation, dating from its creation by statute, with the incident of succession, it has power to act upon the default of a member arising in a previous year.—Commonwealth vs. Campbell, Pa.

#### District Property, Contracts and Liabilities.

When a school district accepts school desks delivered in pursuance to an unauthorized contract for their purchase with two of its directors, and uses a part of them in its school house without offering to pay for their use or to return them, and takes no action for more than a year to annul the contract or cancel the warrants to pay for their purchase, its treasurer will not be enjoined from payment, and the warrants cancelled, on its offer to return the desks to the seller.—Springfield Furniture Co. vs. School Dist. No. 4 of Faulkner County, Ark.

#### District Debt, Securities and Taxation.

Where the members of a board of education were present at a regular meeting, at which the amount necessary to be levied was officially ascertained and declared, and assented thereto, but omitted to sign the certificate of levy, as they did not understand it was necessary that their names should appear therein, the court properly permitted them to sign it on the hearing of objections to the rendition of judgment for the taxes levied.—Chicago & N. W. Ry. Co. vs. People, Ill.

#### Claims Against Districts, and Actions.

In an action by a resident of the part of a

school district which had been annexed to a city for school purposes against the board of education of a city, which had denied plaintiff's son the privileges of the city schools, an allegation that he is a resident of the N. district (that being the name of the old district) will be construed as an allegation that he is a resident of the territory formerly composing N. district, where another paragraph of the complaint alleged that said N. school district, even since the date of annexation, has been, and is now, a part of the city school district.—Kramm vs. Bogue, Cal.

#### Teachers.

Under the law authorizing the county superintendent of schools to revoke a teacher's certificate for incompetency or other disqualifications, after giving five days' notice of the charges made and giving an opportunity to defend, the county superintendent had no jurisdiction to revoke a teacher's certificate upon her failure to appear for re-examination after notice requiring her to do so; and his order to that effect was void, no notice having been given that any charge was to be tried.—Wilson vs. Hite, Kentucky.

Where a teacher's contract provides that he shall teach ten months for a compensation of \$800, of which sum he was to receive \$80 per month, and he holds himself in readiness to teach during the period, the fact that the school was closed by the committee during the prevalence of a contagious disease will not defeat a recovery of his full compensation.—Libby vs. Inhabitants of Douglas, Mass.

Where city schools are suspended temporarily during an epidemic, and a teacher complied with a notice to keep herself ready for work when they resumed, which might occur at any time, services were rendered by such teacher, within the meaning of an ordinance requiring their rendition before warrants should issue to pay therefor.—Randolph vs. Sanders, Texas.

#### Pupils and Discipline of Schools.

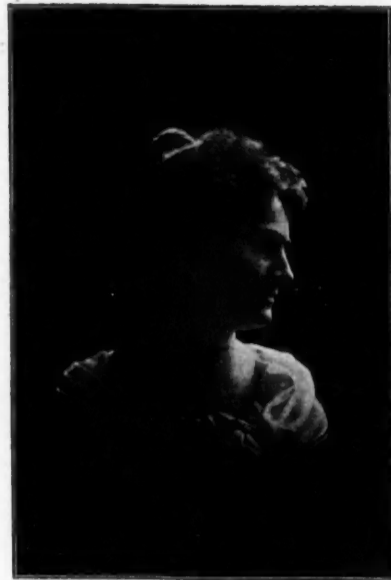
In an action by a father against the board of education of a city, which had denied plaintiff's son the privilege of the public schools of the city, where it is alleged that the father is a resident of the city school district, the child is *prima facie* entitled to the privileges of the school, and any reason which would justify the board in refusing the child such privileges is a matter of defense, and need not be negated in the complaint.—Kramm vs. Bogue, Cal.

In an action by a father against the board of education of a city, a complaint alleging that plaintiff is a resident of the city school district, and that defendants had refused to permit the son to attend the schools of such city, is not defective in not alleging that the son has been prevented from attending a public school, as, if they are residents of the city school district, the child had a legal right to attend the schools in that district, and it will not be presumed that by some special arrangement he was permitted to attend a public school in a district in which he did not reside.—Kramm vs. Bogue, Cal.

Under the law providing for the creation of a perpetual fund for the common schools, and making it the duty of the legislature to appropriate the interest thereof exclusively to the support of common schools, the legislature may establish a uniform system of text books.—Leeper vs. State, Tennessee.

#### Rules and Regulations.

Indianapolis, Ind. A new and important change has been made in the rules governing the examination of female applicants for high school appointments. It is that "when she shall fail in her examination in one subject, having passed in all of her other subjects, she shall be given



MISS LIZZIE E. WOOSTER.

Author of several popular text books, Topeka, Kan.

credit for all those subjects in which she has passed, and the credit so given shall exempt her from re-examination upon such subjects for the license sought, provided she shall have passed her examination upon all subjects within one year, and, provided further, that a grade of 75 per cent. shall be required on each second examination."

Sacramento, Cal. The board has decided to meet twice a month and hereafter sessions will be held on the second and fourth Thursdays in each month.

McKeesport, Pa. Teachers under 20 years of age are not to be employed in the future.

Grand Rapids, Mich. The rules require that pupils refrain from the use of tobacco, and from vile and profane language, and other immoral conduct of every kind; to be neat in their persons and punctual and regular in attendance, diligent in study and faithful in the observance of every rule.

The practice of using moistened sawdust when sweeping school rooms has generally been found an excellent preventive of disease. Very many janitors sweep without taking this precaution, and the result is that the dust rises and settles on furniture, books, maps and other equipments of the class rooms, carrying with it disease germs which otherwise would be swept out of the building with very little trouble.

Indianapolis, Ind. The former action of the board providing that when a female teacher in the schools married it should be considered equivalent to her resignation, has been rescinded. The marriage of teachers will, therefore, not be taken as a bar hereafter to their continuance in the schools.

Grand Rapids, Mich. It is provided in the rules, that in the future all new high school teachers shall be college graduates.



GRAMMAR SCHOOL EXERCISES.  
"The boy stood on the burning deck."

# Commencement Exercises

## Commencement Exercises.

North Des Moines, Ia. The board has decided to abolish the graduate orations at the coming commencement exercises. The salutatory and valedictory will be retained, and an address delivered by some prominent speaker.

Red Wing, Minn. The board has been requested to permit a class play to be given at the annual high school commencement exercises. Those graduates who do not take part in the play to deliver the customary essays and orations.

Celina, O. The high school graduates have petitioned the board for permission to wear caps and gowns at the commencement exercises; that the usual extravagance of dress may be avoided, thereby making it possible for all to appear equally dressed. The board approved of the idea and decided to furnish the outfits.

A Chicago paper discussing editorially the graduating essay of the future says: "Not Browning but bacteria will be the subject of the coming girl graduate's essays if the household arts teachers succeed in making their courses a part of the curriculum of the public schools. Instead of discourses about how to keep the milk of human kindness sweet, the public will learn, on commencement days, how to prevent milkmen's milk from turning sour. In the place of learned prophecies about the 'future of poetry' will be some 'practical philosophical facts about plumbers,' and warning against vice will be succeeded by suggestions about vinegar. The sweet girl graduate of the future, who knows how to trace bacteria and deal with the plumber and who understands the composition and manufacture of bread and beverages, will be an ornament to her sex."

Omaha, Neb. The plan proposed for a single speaker to take the place of the graduate speakers on the program commencement day does not meet with favor in the board of education. The members reason that commencement day is an occasion especially for the graduates and their parents and friends. It is thought that to prohibit the graduates from taking part in the program will detract from the interest of all concerned.

Chicago, Ill. If Dr. A. F. Nightingale, Superintendent of high schools, had his way, graduation would soon be numbered among the things that have been. Dr. Nightingale speaking on graduation in high schools said: "The old custom of going through a regular grind and then graduating in presence of admiring relatives and friends, in my opinion, has served its day. Let us have a system that will give pupils a thorough training in such studies as they may select and drop this annual 'sailing out upon the ocean of life.' Let pupils start in when they can and leave when they finish the course without orations or essays."

St. Joseph, Mo. The graduating exercises of the mid-winter class of the eighth grade of the Garfield school were among the best ever witnessed in the city. The program rendered proved very successful. It consisted of recitations, dumbbell drill, a farce in one act, singing, and an address by the superintendent of schools.

Lawson, Mo. The school board has made a rule that a pupil who smokes cigarettes may not graduate from the schools.

Los Angeles, Cal. The board of education attended the high school graduation exercises in

a body. The exercises were held in a theater and admission was by ticket.

Columbus, O. Each high school holds graduation exercises in its own building and a general commencement of all the schools is held at a central point, at which some speaker of note is the chief attraction.

Philadelphia, Pa. The graduation class of the high school for girls adopted two class symbols, consisting, respectively, of a pin and a ring, leaving it to the individual taste of the students to select the one preferred.

Memphis, Tenn. Commencement exercises of the high school graduating class embrace salutatory, essays, valedictory, and musical exercises. The essayists are selected by competition as follows: A number of subjects are given out to the class within thirty days after the beginning of the school year by the board, and members of the class desiring to enter into the competition must submit their papers to the board not later than the second Monday in May following, and the board examines and selects a number, not exceeding six, therefrom, which it has decided to be the most meritorious.

Huntington, N. Y. The board has decided to return to the good old-time custom of having the high school graduates deliver essays and orations at commencement. For several years past an orator has occupied the time that was formerly used by the class members in oratorical effort. The board has become satisfied that the exercises will be more interesting under the old system.

Kalamazoo, Mich. The program for the graduation exercises for the Frank street grammar school includes a presentation of Jaquith's clever little comedy, "Parson Poor's Donation Party."

Celina, O. The board of education decided that the members of the graduating class must each deliver an oration at commencement. The class is also required to buy or rent the caps and gowns to be worn on that occasion.

Oshkosh, Wis. The board of education has adopted a new plan in the matter of graduating exercises for its schools. Hereafter there will be two graduating classes yearly in place of one. The object of the semi-annual graduation is to allow certain students who have been able to complete the course a half year earlier to graduate. It will also divide the class of the yearly graduation, and thereby give an opportunity to take part in the exercises of graduation day.

Spokane, Wash. The diplomas for all the high school graduates were signed by every member of the board, which is contrary to former customs, when only the president signed them.

Topeka, Kan. In the class of eighteen that was graduated from the high school recently, fourteen were sweet girl graduates and four were boys.

Lafayette, Ind. Dr. W. P. Kane, in his address before the high school graduating class, said: "Do not make the mistake of regarding anything in this world as of greater value than yourself. Do not harbor, for one moment, the thought that you can gain by sacrificing the nobility of your own being for power or place or fortune. There is no failure like the failure of character. There is no tragedy like the tragedy of a wasted life; there is no defeat so fatal and hopeless as that which sweeps away the crown of our manhood. For such a loss there is no

compensation—no equivalent. What you carry within you is of infinitely greater moment than what you gather about you. The fruitage of all life; the crown of all achievement; the climax of all values is character. Not what we have, but what we are; not what we get, but what we become."

Mt. Washington, Pa. It has been decided to make the commencement exercises a permanent feature for the close of the school year.

## St. Louis, Mo.

I do not think the exercises should be abolished, and that in their place "some noted educator or public man should give a lecture."

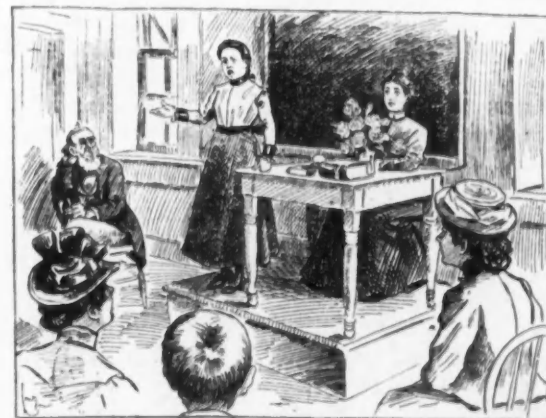
Our practice here, in St. Louis, is not absolutely uniform; the grammar schools, as a rule, hold public exercises in honor of the completion of the grammar school course by a class of boys and girls. These exercises are, as a rule, held in one of the rooms of their school building; parents and friends are present, and the pupils sing, recite pieces and read compositions. Generally, some of the patrons, or some member of the school board, or the superintendent or one of his assistants, makes informal remarks to the parents and to the pupils, and presents the diplomas or certificates which the children have won.

Occasionally, there is such a demand for room that these closing exercises are held in a hall hired for the purpose.

Classes graduate from the high school twice a year, in June and at the end of January. The attendance is very large and it is always necessary to hire one of the large halls of the city. Some half dozen selected students read essays or give declarations and orations. A large chorus of the high school pupils sing several of their school songs and, occasionally, a musical club gives a selection. The musical features depend very much upon the musical material available.

The interest which attaches to the close of the long course of study is, naturally, an interest in the pupils themselves, and that personal interest is one which no amount of foreign material should be allowed to obscure. At the same time, great care should be taken that the school does not put its worst foot forward on such an occasion; in other words, mere show should not take the place of such exercises as will, to a certain extent, indicate the character and culture of the training the school gives.

I have known of graduating exercises, so-called, which were exceedingly inappropriate from beginning to end, and which could well be abolished; on the other hand, I have attended graduating exercises where the interest centered in the legitimate work of the school and in the pupils who have done that work. The effect of such exercises was to heighten the interest of the public in the work of the school and to strengthen the hands of both teachers and school board.—C. M. Woodward, President.



"Curfew Shall not Ring To-night"—at Rural School graduation exercises.

### School Board President's Duties.

By BERTHOLD F. ZINN,

EX-PRESIDENT SCHOOL BOARD, MILWAUKEE, WIS.

The duties of the school board president, as I have found them during the past year, are many and varied and necessarily require a great deal of time and attention, in order to dispatch these duties conscientiously and justly. The president should seek to be impartial, progressive and open to conviction. In the administration of his duties he should be wholly non-partisan and non-sectarian. He must be prepared to give the greater part of his time and energy to promoting the welfare of the schools, shirking no work, always ready to receive people of all classes, never refusing audience to a teacher who is an applicant, nor to one who has grievances which she desires redressed.

During the term of my office many people have called upon me to secure advice on different matters and at times it must be admitted, the stream of callers was so constant as to prove a trial. They came at all hours of the day and for certain periods, while matters of moment were under consideration, it was not unusual to be frequently disturbed even at meal-time. As may be surmised, a large number of the callers were women, either in search of positions or having in view an appeal with reference to positions thought by them to be in danger. Their appeals to one's sympathies, usually accompanied with tears, have rendered it peculiarly trying to an official desiring to carry out, in the discharge of his duties, what seemed in his judgment to be the best for the public, rather than for the individual. It has always been my endeavor to remain an impartial judge, to look both sides of the question squarely in the face and to so govern my vote and what I may have had to say in support of the vote, that the authority, neither of the superintendent of schools nor any principal, might be infringed.

The question has been asked me "What should guide the appointment of committees and to what extent?"

The president of the Milwaukee school board is an advisory member of all the committees, eleven in number, and he is a voting and active member of four statutory committees.

During the time that the committee on appointments is in session for the consideration of annual appointments, meetings of this committee are held on an average four times a week during afternoons, each session lasting from two to five hours.

When this work is taken into consideration in connection with all the other work which falls to the lot of the school board president, some idea may be gained of the amount of time and attention required from this official. The importance of this committee work may also be judged from the fact that the number of teachers comprising the corps is now nearly 900, and during the time that their names are considered for re-appointment, a report is received concerning the work of each one, which the conscientious committee member must closely scan and form his judgment upon. There are other very important committees, among which may be cited those on finance, supplies, buildings and sites, rules and course of instruction. Our committees at present number eleven.

I think it requires no argument to show that in the appointment of these committees, the president of the board must not be guided by any selfish motives, such as personal friendship or expectation of favors in return. The president should select members of his committees according to his best judgment as to the efficiency or special competency for the respective positions, and a previous assurance of the proposed appointees that they will serve would not be at all amiss. To illustrate: The work of the

finance committee is especially laborous, requires close attention and accuracy. The members of this committee are charged with the duty of setting aside moneys for the various funds, checking and certifying to the large payrolls, figuring over and auditing all bills besides making a thorough examination of the books and financial records in the office of the secretary for a quarterly report to the board. For membership on this committee, school board directors whose profession or business involves special knowledge of accounting are naturally the best fitted. The committee on rules should have, if possible, one or more members familiar with law and questions that arise, having a bearing on the legal relations of the board. Such members are usually more or less conversant with city charters and can render valuable assistance in properly disposing of the numerous resolutions and communications which are referred to the committee on rules.

The supply committee is called upon to supervise the purchase of many hundred of articles, all the way from a pin to a piano. Business men whose training fits them especially to secure the best articles for the least cost, naturally suggest themselves as being desirous for a committee of this kind. Their private business dealings have given them the best possible equipment to master the details and intricacies of buying goods in so many different lines as those which are required for the use of the public schools. An illustration may be given to indicate how a committee of this kind, properly constituted, can show results in dollars and cents that will appeal to tax-payers, for no matter how small the item may be, the grand total at the end of the year will show an astonishing reduction in cost if the business part of the board is carefully attended to. In the year commencing September, 1898, and ending the following September, covering a period of twelve months, the very respectable sum of \$10,000 in round figures, was saved to the taxpayers of Milwaukee by the supply committee of the school board. This sum represents the results of an experiment made by the committee in changing the kind of fuel used for heating purposes. The committee made a careful test which satisfied all the members that the substitution of another kind of fuel would involve an extraordinary reduction of cost. They carried out their plans and as mentioned, were enabled to save \$10,000 in one year. This is now a permanent annual saving.

Another profitable change that was made in the matter of kindergarten supplies. It has been customary to purchase these as required from time to time, in open market. This was not a very serious matter when the number of kindergartens was small, but the multiplication of kindergartens, until we now have forty-three in all, has come to involve the purchase of a large quantity of material annually. The committee determined to put in a stock of the goods needed, buying in quantities under such conditions as to get the lowest terms for the best goods, and in this way effected an annual saving of about \$600. I might cite other illustrations to show how attention to business and a desire to conduct the affairs of the public as one would a private business yield surprising results.

Now the question arises to what extent it is proper for the president to actively interest himself in committee work? He must be familiar with all the work belonging to the board, especially with the more important questions that arise from time to time. He should make it his duty, as it is his privilege, to attend committee meetings when such questions are being considered and express his views openly and freely. Inasmuch as he keeps track of all the matters before the board, he can give the various committees the benefit of a comprehensive view, and thus aid the members in carrying out plans whereby the schools may be benefitted.



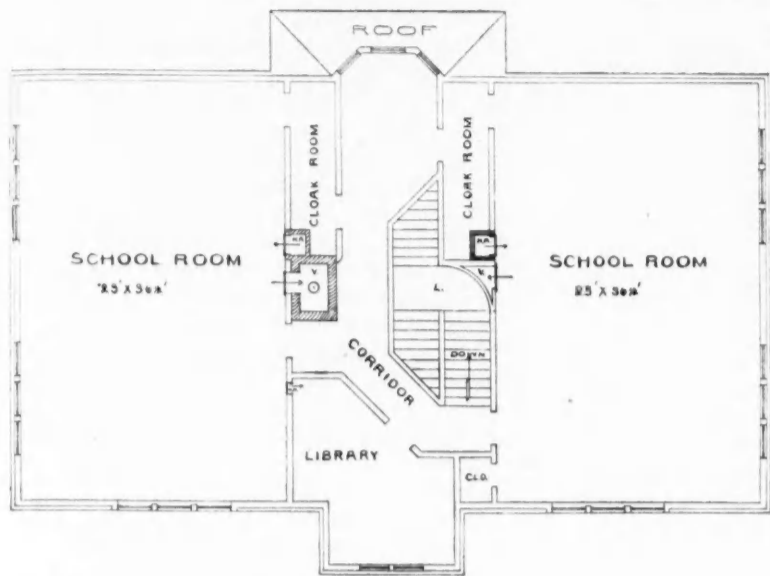
BERTHOLD F. ZINN,  
Ex-President School Board, Milwaukee, Wis.

I need not point out to you that it is of vital importance to a school system that a person chosen for superintendent should be a man peculiarly well fitted for such work. Having selected a good officer for the place, it is right that he should be granted full authority to carry out a certain policy and then to hold him strictly accountable for what is done. In Milwaukee we have had opportunity during the last few years to contrast the results from two distinct systems and having seen a member of the board, both before and after the passage of the law changing our school system, I can give my views as the result of personal observation and experience. Under the old system which obtained previous to 1897, our board consisted of forty-two members, two being selected from each ward by the aldermen of the city, and as a rule, the senior member being the executive school officer for that ward.

In the appointment of teachers, the recommendation of the executive member for his particular ward were as good as final and under this system but too often personal influence and motives of friendship and favoritism prevailed. Under the new system, our board is now made up of twenty-one members, or one from each ward, selected by a non-partisan commission of four citizens, who in their turn are named by the mayor. This system has operated to the selection of men chosen rather for their interest in public education than as a matter of payment of political debts, as was frequently the case under the old plan. Instead of referring the appointments for the several wards to one member representing his particular ward, we now have a committee of five charged with this duty, and this committee is made up as follows: Superintendent and assistant superintendent, president of the board and two members of the board, selected by the president. A majority report from this committee is subject to the approval or non-approval of the entire board; but other names cannot be submitted for the ones presented by the committee, nor can a majority of the committee bring in a report of substituted names for those agreed upon by the majority. In other words, the board is vested with veto power only, but the selection of the teachers is left to the committee. This law has been in operation three years and during that time a considerable number of incompetent teachers have been weeded out of the force and the general average of the teaching corps has been in this way materially improved. This could never have been effected under the old system for the reason that local influence and pressure usually prove too strong to be resisted.

I am aware that a great deal of noise is being made about the one-man power, so-called, but however wrong this may be theoretically my observation leads me to state with emphasis that in practice it results in benefit to the schools. It places the responsibility somewhere. What is everybody's business is nobody's business, and

(Continued on subsequent pages.)



Scale 1/4" = 1'

SECOND FLOOR PLAN

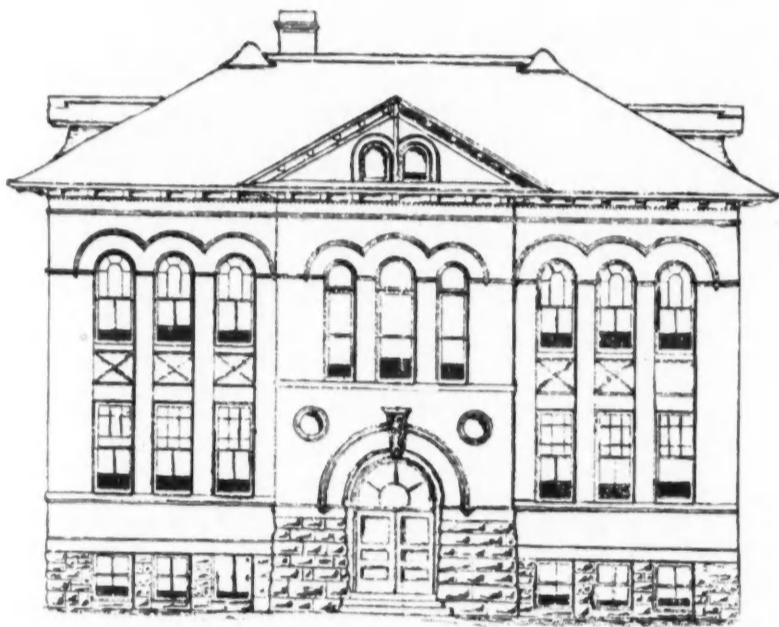
SECOND FLOOR PLAN NEW SCHOOL HOUSE, FAULKTON, S. D.



PERSPECTIVE VIEW. FOUR ROOM SCHOOL HOUSE.

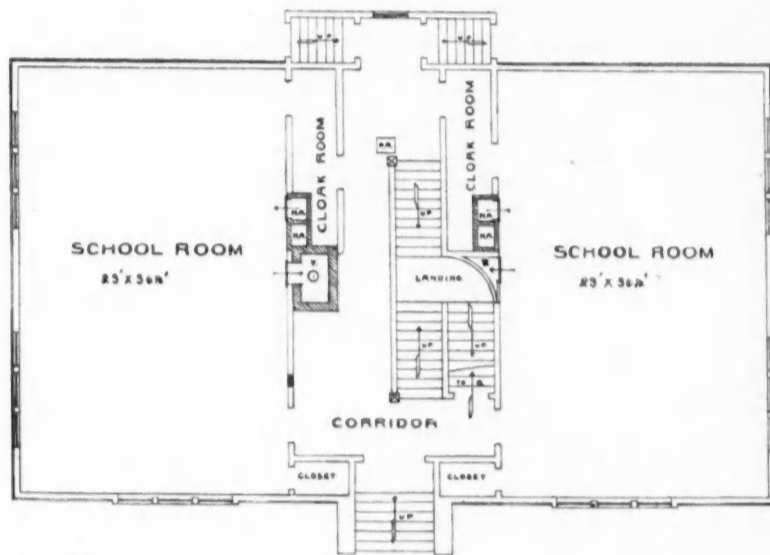
NEW FOUR ROOM SCHOOL, FAULKTON, S. D.

C. H. Williams, Archt., Pardeeville, Wis.



NEW SCHOOL HOUSE, MILL CREEK, UTAH—COST \$8,000.

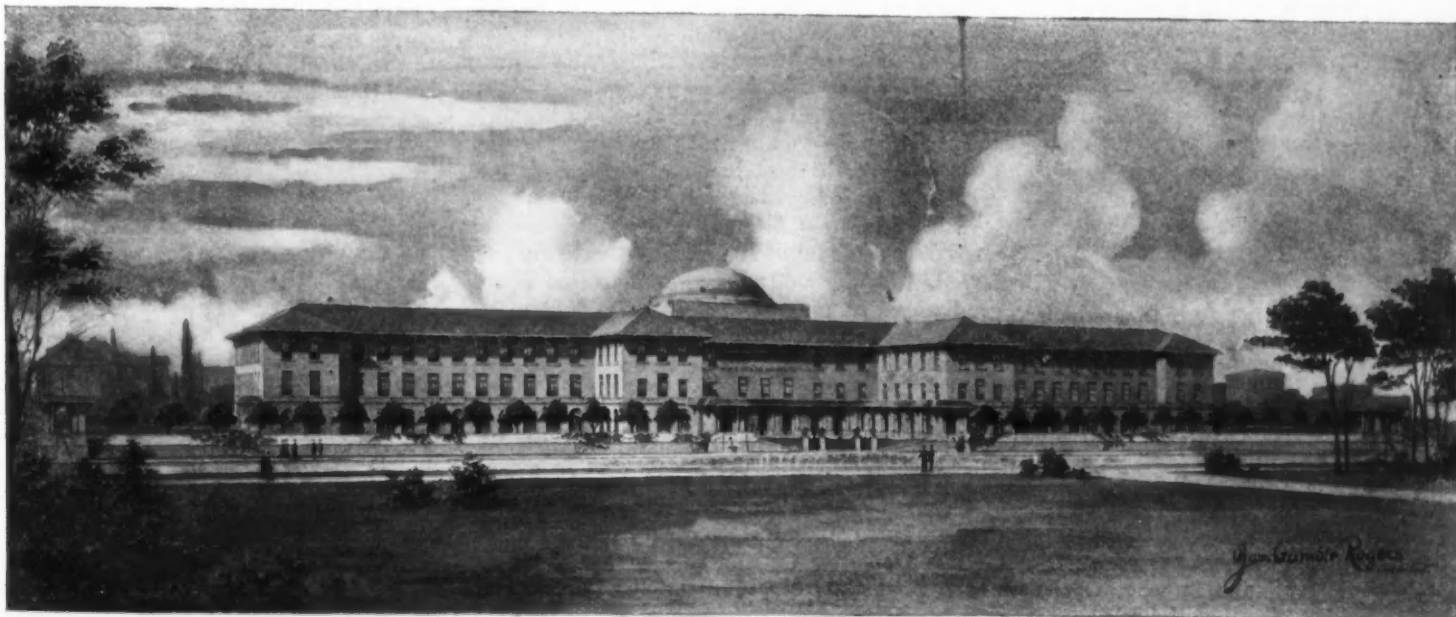
J. A. Headlund, Salt Lake City, Utah.



Scale 1/4" = 1'

FIRST FLOOR PLAN

FIRST FLOOR PLAN, SCHOOL HOUSE, FAULKTON, S. D.



THE CHICAGO INSTITUTE, ACADEMIC AND PEDAGOGIC.  
COL. FRANCIS W. PARKER, PRESIDENT.

## GRADUATION EXERCISES.

OPINIONS BY LEADING SCHOOL OFFICIALS EVERYWHERE.

The following set of questions were sent out to presidents of the school boards and superintendents with a request for reply:

1. Do you believe in the continuation of the customary "Graduation Examinations" in which all the graduates take an active part?

2. Or do you believe that these exercises should be abolished and instead a lecture by a noted educator or other public man be given?

3. What is the custom in holding school graduation exercises in your own city?

**Memphis, Tenn.**

Yes, I believe in the old-fashioned commencement exercises. Give them all a chance.—Jas. E. Beasley, President.

**Lowell, Mass.**

The exercises should be abolished. A lecture by some noted man may be a part of the exercises.—A. K. Whitecomb, Supt.

**Covington, Ky.**

I believe in graduation exercises by the pupils. Many people become directly interested if it is the affair of pupils. We have exercises, and choose ten pupils to take part. The choice depends upon their class standing.—Joseph Endress, President.

**Rochester, N. Y.**

The benefit to the pupils and the interest of the parents is enhanced by the customary exercises.—A. J. Townson, President.

**Chicago, Ill.**

In favor of simple and inexpensive exercises where a large part of the pupils and parents desire them, and think that if the exercises can be made reasonably inexpensive they will desire them.—Dr. E. Benj. Andrews, Supt.

The High School graduating classes are now so large, and so few can be represented in the program, that I think it is just as well to have an address by some distinguished speaker who will talk along the lines of education and the life of the world into which these pupils are about to enter.

In a small school where are few graduates, and all can take part in the program, it is always a delight to parents to witness an exhibition on the part of their children along the lines of orations, essays, etc. I think, however, that the less show and parade at such times the better.—Dr. A. F. Nightingale, Ass't Supt. in charge of High Schools.

Optional with parents.—Albert R. Sabin, District Supt.

Opposed. Inherently wrong. Takes up too much school time.—Alfred Kirk, District Supt.

Opposed. Too elaborate and expensive. Takes money, and what is worse, time.—Leslie Lewis, District Supt.

In favor of simplicity.—Edw. C. Delano, District Supt.

Do not believe in it. Do not forbid principals nor tell them what to do. There should be no more distinction between the 8th and 9th grades than between the 7th and 8th grades.—William W. Speer, District Supt.

In favor of abolishing if they cannot be made less expensive than at present.—Miss M. Elizabeth Farson, District Supt.

In favor of discouraging these parades. Recommend the substitution of meetings with parents of the 8th grade graduates in what might be called class exercises; also that the 8th grade graduates of a high school district meet with the high school pupils in the high school assembly

hall to emphasize transfer to high school, and to cultivate the sentiment that their educational work is not finished but simply to be continued in a higher school.—Albert G. Lane, District Supt.

**Savannah, Ga.**

1. I believe strongly in the continuation of the customary "Graduation Exercises," in which all the graduates take an active part. This opinion is founded largely upon the practice and experience of our own schools.

I think that where there is a system of grammar schools, crowned by high school, the graduating exercises in the latter are not only a strong incentive to both parents and children to conclude with the high school tuition, but offer a constant stimulus to the grammar school children to attend a grade and rank essential for entering the high school, and for utilizing its advantages so as to win diplomas and achieve the honors offered to meritorious graduates. The vanity of most children of that age needs some temptation, and nothing can stimulate it to a greater degree than the contest for honor, the struggle and competition for rank, and the public exhibition of success in the presence of parents, sympathizers and friends. The looking forward to these exercises, in the presence of the public, is, in my judgment, a constant spur to study and attention. It is this end, which in the opinion of many children and their parents, really crowns the grammar school work.

2. I do not think that a lecture by a noted educator or other public man could properly supply the absence of these exercises. The children could never anticipate such lecture as a lasting and constant incentive to exertion. They could not possibly experience the same sense of anticipation, satisfaction and enjoyment in such a lecture as in the promise and prowess of their own associates. It might not be known until the last moment who would deliver the lecture. On some occasions it would lapse. In our own schools we do not enjoy the means to secure able lecturers; and men of reputation do not often visit our section at the end of June, when our graduation exercises occur.

3. Our graduation exercises are held at night in some capacious public building, usually the theatre, and there is always a crowded attendance. Each graduate prepares an original essay, but not more than eight or ten, selected as the best, are read by those attaining the highest grade.

A salutatory, a valedictory to school authorities, and to school mates, with a response, are delivered by the highest honor graduates. These exercises are interspersed with songs.

A brief address is made by some prominent citizen, a graduate of the high school being preferred. The diplomas are then delivered to the graduates by the president of the school board with appropriate remarks. The graduating exercises occupy about three hours.—George A. Mercer, President.

**Portland, Ore.**

1. It seems fitting that some public recognition should be made of the successful completion of a course of study, as an encouragement to the pupils; but I found it impracticable to allow all the graduates to take part in the exercises while I was principal of the high school. I selected from those whose class standing was the best, and made a program for the morning hour from ten to twelve. In the evening we had

music, salutatory address, and the valedictory; then a lecture by some noted educator.

2. Partly answered above. I favor a lecture.

3. For the past six or eight years the pupils take no part except to sit in a body on the platform; simply a public address, music and presentation of diplomas.—R. K. Warren, Pres.

**Springfield, O.**

Our "Graduation Exercises" have been of both kinds. Sometimes a "noted educator," and then allowing the class to elect ten of their number to give an oration, which latter method is more satisfactory to all and the least expensive.—Jno. P. Dugan, M.D., President.

**Washington, D. C.**

Our exercises consist of an oration or address by some prominent speaker, with a short address to the graduates before they are presented their diplomas.—J. G. Falk, Secretary.

**Chicago, Ill.**

In reply to your first interrogatory I say "no." If there is to be any speech at all I prefer one from some man of ability and experience in the world's affairs, who could impress upon the young graduates the fact that they are just beginning life and the importance of what is to come. The custom in our city has been to hold graduation exercises.—Graham H. Harris, Pres.

**Quincy, Ill.**

1. I favor the idea of abolishing the old plan, in which all the graduates take part in the exercises. Second, I believe the exercises would be more instructive, entertaining and beneficial to have some noted educator give an address on the lines of higher education, exalting and inspiring the graduates to a more extended education, thereby the better filling them for the many positions to be filled by those possessing higher qualifications. We hold to the old plan of all the graduates taking part in the exercises. I hope to see it abolished in Quincy soon.—G. W. Earhart, President.

**Los Angeles, Cal.**

There is a good deal of agitation here on the part of the newspapers and the public as to whether or not the course of study is overcrowded. It seems to me to be a subject that might be discussed by the Department of School Administration.—W. J. Washburn, President.

**Pittsburg, Pa.**

We still have the old time commencement, but all of the class do not deliver orations. Ten pupils are selected (those having made the best record) to represent their respective classes. The exercises are held in the Carnegie Music Hall and are apparently dear to the student heart. We have been blessed for years with a number-one teacher of elocution so that the occasion has always been of interest and creditable to the school. The question of change has never been considered.—C. B. Wood, Director.



THE GRADUATE OF ANCIENT DAYS.

## Mobile, Ala.

The board of school commissioners, of Mobile County, has by a change in the regulations done away with all the fuss and feathers of the old graduating exercises. It was formerly the custom to rent the theatre and waste at least a week in practice and rehearsals, for what? Just to give the girls and boys of the well-to-do parents an opportunity to show off their fine clothes. Diplomas are now awarded in the school room on the last day of the session, either by the president of the board or the superintendent.—Pres.

## Nashville, Tenn.

For the last year or two we have been having a salutatory and valedictory and singing by the pupils of the high school, and in addition have had some one to deliver a lecture. I have always believed that any school exercises should represent the work of the school, which can always be better done by allowing the pupils to take part in the general exercises. The trouble, however, is that the exercises are frequently over-done and too lengthy by reason of the fact that too many wish to take part. With proper limitations I think that the graduating exercises should show the proficiency of the pupils as representatives of the school.—Z. H. Brown, Supt.

## Binghampton, N. Y.

For the past few years we have followed the plan of letting the "honor" students take part in the graduating exercises. This number consists of ten students whose standings have been the highest during the four years course. Our graduating class numbers about seventy. In connection with this we have an address by some noted educator. We like this plan, it works well and gives satisfaction.—Julius E. Rogers, Pres.

## Salem, Mass.

It is practically impossible to have a graduating exercise where "all the graduates take an active part," unless you run it through a full day and night.

"Noted educators" and "public men" are apt to be prosy, dull, flat and unprofitable. The people who attend a graduating exercise want to hear the scholars—their children and friends. Graduating exercises by pupils produce better results, than long-winded speeches.

Our high school graduating exercises are as short as we can make them to meet demands of parents and pupils. Music, declamations, essays, etc., by scholars of the best record all around, the entire school being present on the stage. The results have been excellent.—Henry C. Leach, President.

## Newark, N. J.

I do believe in the continuation of the customary graduation exercises in which all of the graduates take an active part. In my opinion "Graduation Day" is a red-letter day to the large majority of the graduates, one that is looked forward to with the liveliest anticipations, which fact is a great stimulus to the children. It is also of great interest to the parents of the children, and on such days they turn out in force, and as, in our city, all of such exercises are held in the school buildings, it brings into the schools the people of the neighborhood. It is about the only time and the only affair which will bring out the people. I have yet to know of a lecturer who on such an occasion could hold the attention and interest of the children, and I doubt if such a lecturer exists. The minds of the young people are not in tune, at such a time, with a lecture or a lengthy talk of any kind.

In the city of Newark the custom of holding graduating exercises obtains and such exercises from the grammar schools up to and including the normal and training schools are of a high order, excite lively interest, and bring out a large attendance. In other words, they are successful, and while successful I do not think any

of us would care to experiment in other lines.—Charles E. Hill, President.

## Columbus, O.

Our board has the matter of "Graduation Exercises" under consideration at the present time. Four weeks ago a resolution was presented providing for exercises in each of our high schools in which several of the scholars should take part, after which a joint meeting of all the schools should be held in some large building capable of accommodating the friends of all the graduates and schools, which should be addressed by some noted educator or personage on educational subjects, and at which the diplomas should be presented.—J. A. Williams, Clerk.

## Richmond, Va.

The system was begun in 1869. Public schools were at first scattered but gradually were collected into large buildings for the purpose of informing the public and of arousing interest in public schools a series of "closing exercises" were held—one for each school building. These were held in the theatre, the only building in the city available for such purposes at those times. It was necessarily troublesome to march the children from buildings in the several sections of the city to the central building, but the exhibition aroused great enthusiasm, attracted immense crowds, and did much to stimulate the sentiment in favor of the public schools. This continued for a number of years till the public schools were firmly established in the heart of the community. After that they were dispensed with, and each building was quietly dismissed on the final day on the premises, with the delivery of honors, examination, standing, etc., and such exercises as each principal might think desirable. The close is usually, however, without parade of any sort.

The high school for white children was established in 1872, and has uniformly had public closing exercises in the best public hall we could secure in the city. We have usually had exercises by the children and an address by some distinguished speaker, and delivery of diplomas by the president of the board. These occasions have been very popular, the demands for seats (for we admit by tickets) being far greater than it was possible to supply. They are the great occasions in the school year. The high school for colored children follows essentially the same plan. Our judgment as to these matters is indicated by our custom.—Wm. F. Fox, Supt.

## Louisville, Ky.

If the number of graduates is small enough to allow all the graduates to take an active part, without extending the exercises to a tiresome length, I believe this course should be pursued; this for the reason that graduation exercises are primarily for the pleasure of the graduates and the members of their families, and the pleasure of the general public is but a secondary consideration.

I do not believe that the exercises should be entirely abolished, but I do believe that a lecture by some noted man is of more interest to the general public than the ordinary graduation exercises by members of the class.

During my connection with the school board the graduating classes of our three high schools have not numbered less than thirty for each school—entirely too many for an address from each. We, therefore, allow each class to vote for four or five of their members, who either deliver an original essay, or a recitation; with these exercises we combine an address of twenty minutes on a live topic by some one of our public men, some choral music by the class, and the ceremony of delivering the diplomas to the individual members. We think this plan provides an exhibition that is not only of interest to the pupils and their parents, but to the general pub-

lic as well. The exhibitions of these schools are presented on separate nights.

The plan of allowing the members of the classes to select their own representatives eliminates any element of jealousy, and each member of the classes is satisfied that no preference has been shown by the faculties.—E. G. Johnson, President.

## Harrisburg, Pa.

We have abolished the idea of having the entire class participate, selecting a few whose class standing and composition merit the honor of representing their class. We also select one who delivers the class lecture from among the many educators of our state whose name and fame is not confined to the banks of the Susquehanna.

Class day, however, is entirely given over to the class under the supervision of the faculty, and is usually held in the assembly room of the high school one week prior to commencement, and is largely devoted to speech-making, essays, song, exchange of pleasantries, and fun-making. It is class day, and their colors are second only to the Stars and Stripes.—J. H. Worden, Pres.

## School Sessions.

Laconia, N. H. The board decided not to introduce the one session plan in the high school, but to continue the two sessions according to the custom that has always been in vogue.

Pawtucket, R. I. The time for opening the sessions of the high school has been changed from 8:20 to 8:30 A. M. and the time for closing was changed from 12:50 to 1 P. M.

Allegheny, Pa. In the high school double sessions are held daily owing to the overcrowded condition of the school. The first session opens in the morning at 8 o'clock and closes at 12 o'clock noon. Then another set of pupils attend in the afternoon from 1 o'clock until 5.

Chester, Pa. The board of education has re-introduced the two sessions in the high school.

Baltimore, Md. Dr. Valentine's resolution that all primary and grammar schools shall have two sessions a day was defeated.

Saginaw, Mich. The board of education has been petitioned by the high school students to introduce the one session plan.

Sioux City, Ia. Protest has been made against the one session plan in vogue at the high school.

Brooklyn, N. Y. The elementary schools open at 9 A. M. and close at 3 P. M. with an intermission of one hour at noon, during which the pupils are allowed to go to their homes.

Davenport, Ia. A special committee that had been appointed to look into the advisability of changing the two sessions daily now held in the high school to but one reported unfavorably. The report was adopted.

Peoria, Ill. The one session plan at the high school has been abandoned. Two sessions a day are again held, from 8:45 to 11:45 and from 1 to 3.

Sioux City, Ia. At the high school the one session plan is in vogue.

Council Bluffs, Ia. The one session plan is in operation in the high school.

West Boylston, Mass. A petition has been presented to the board praying that the one session plan in the high school be abandoned and that the two session plan be again instituted.

Grand Rapids, Mich. The school sessions for the high school department are from 9 A. M. to 12 M., and from 1:15 P. M. to 3:30 P. M., each school day during the entire school year. The sessions for the primary and grammar school departments are from 9 A. M. to 11:45 A. M. and from 1:45 P. M. to 3:45 P. M. There are fifteen minutes recess in the primary and grammar schools in both the morning and afternoon sessions.

# THE AMERICAN School Board Journal

DEVOTED TO

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## GRADUATION REFORMS.

Considerable space in this number is devoted to graduation exercises. Not only are the recent changes and innovations reported, but the opinions of school officials as to what these exercises should be, are given.

A review of this interesting and timely matter reveals the fact that a gradual change is going on. The old-time graduation exercises are giving way to simpler forms of intellectual entertainment. This applies more particularly to the larger cities.

The customary exercises, in which the graduates, or some of them, regale their friends with an exhibition of their forensic abilities, and in turn are greeted with flowers, music and well wishes, have their decided advantages as well as disadvantages. Nothing will draw the patrons and friends so closely to the school as do these exercises. No scene in the life of a pupil is more inspiring than are the graduation exercises. No event in the career of an ambitious girl or boy seems more important to them. The blessings which are showered upon the graduate as he parts from school and school companions, amid the radiance of light, the charm of music and flowers, leave a keen impression upon his mind, and spur him to undertake life's battle more bravely.

But there is a serious phase, aside from the good that is derived, in the so-called popular graduation exercises. Flowers, music and dresses must be defrayed—and the parents of graduates must defray them. The poor man loves his daughter as jealously as does the well-conditioned man. His daughter must not suffer by comparison. She must not be subject to the chagrin of a poor dress. She, too, must have flowers. And who can blame the poor man? He is simply a victim of custom. The sacrifices he is compelled to make are a form of extortion to which he usually submits patiently. And if he does not, the poor girl is the real sufferer.

The expensive customs which have become a part of the graduation exercises in graded and high schools have prompted school boards towards radical reforms. While customs, which belong as much to the people as they do to school authorities, may degenerate into public nuisances, they are, nevertheless, difficult to eradicate.

A number of school boards have, however, taken heroic measures, at the risk of public derision, and have instituted rules regarding the conduct of public graduation exercises which obviate all abuses. Simplicity of dress, the omission of flowers, and of expensive music, have come within school board rules. Many of the schools in the larger and medium-sized cities have abolished the graduation exercises altogether, preferring a lecture by some noted educator instead. This custom seems to be growing.

## EXIT ANDREWS.

The retirement of E. Benjamin Andrews, as superintendent of the Chicago schools, has been announced. This action will be regarded in the light of a mild calamity by many who are not familiar with his real labors in that city. We regard his exit as a blessing to the educational interests of Chicago.

His career as superintendent of a large city school system has been brief, turbulent and harmful. He came with the prestige of a college president who had attained national prominence. He was known as a man of positive convictions, as well as an educator of considerable force.

No one could have assumed the reins of a large school system under more favorable auspices. Open arms received him. The press and the public rallied to his support. No one could have given greater promise for a period of useful activity. Chicago had a right to expect much.

Instead, however, of proving himself a progressive educator, who moves with tact, discretion and judgment, he inaugurated a period of misrule, of disturbance and retrogression. Instead of an educational leader, he proved himself an arbitrary driver. Instead of being a fixed star, he proved a skyrocket. He shot into the air with brilliancy and came down like a black stick.

"It would not be true to say that Dr. Andrews will be regretted by the teachers or the people of Chicago," says an authority in that city. "On the contrary, his resignation of the superintendency of the schools will be hailed with gratification. But, though Dr. Andrews' administration of the schools has been unsatisfactory, most people will be disposed to concede that he erred because of his temperamental unfitness for the position he held rather than through a mere fineness for autocratic power. He was a square peg in a round hole."

But, as we have said, Dr. Andrews was unfitted by training and temperament to supervise the school system, even if he had not made the added mistake of listening to Dr. Harper. The autocracy which is permissible, and even advisable, in the conduct of a university is out of the question in the administration of a great popular institution sustained by the taxpayers and subjected to their scrutiny and criticism. As a college president, Dr. Andrews was a success at Brown's, as he doubtless will be in

Nebraska. As a school superintendent he was a failure because of the very qualities which made him a good college president. He was the right man in the wrong place. The worst that can be said of him is that he was a long time in discovering a fact that was early patent to everybody else.

Dr. Andrews will take with him to Nebraska the good wishes of Chicagoans. For he has, after all, done the public schools a distinct service. He has shown how they should not be conducted. If his successor shall do all that Dr. Andrews has not done, and shall avoid doing those things that Dr. Andrews has done, he can scarcely fail in placing the schools on an ideal basis.

His retirement means, however, also that the people are not ready to establish a monarchical form of school government. While the superintendent must be clothed with powers consistent with his duties, the public is not ready to install a czar over its school system and thus relegate its representatives to mere clerical positions. School boards are a fixed institution and are as vital to our form of school government as are the principles of equality in all other branches of popular government.

In times when the people are alert and watchful of their public servants, holding them to strict accountability for mistakes and derelictions, the one-man power may serve to expedite and simplify the conduct of public business; otherwise it is likely to become a menace to the proper administration of public affairs.

But even under the most favorable circumstances it is autocratic, and not democratic, and cannot safely be entrusted to any man who does not approximate perfection.

## CITY COUNCILS VS. SCHOOL BOARDS.

It is a well known fact that wherever a city council is given authority over a school board serious clashing follows sooner or later. These tilts would be of little consequence, except to furnish attractive news matter for the press, were it not for the fact that they are invariably followed by detrimental results to the educational interests of the community. Harrassing tactics are employed to reduce appropriations, to govern taxation, to determine the location of new school buildings, or delay the repair of old ones, etc.

And woe to the school board that is the direct creature of a city council! Here the alderman, who feels his power in making or unmaking a school board member, rules with an iron hand. His influence does not end with the selection of a school site, or the employment of a janitor, but he attempts to determine the list of professional workers as well.

In a combat between a city council and a school board, the former usually displays greater skill in the way of political trickery and manipulation. The unscrupulous ward heeler is much more apt to find his way to



Scene during a school election in the State of Washington.



The popular leader of the Chicago Teachers' Federation.



A gathering of teachers on the Pacific Coast.

a seat in a city council chamber than in a school board. The latter is usually composed of a higher type of citizenship and consequently given to cleaner methods. If the school board, that derives its powers from a city council, does not do the bidding of its creator, trouble will surely follow.

This has once more been demonstrated by the action of the Select and Common Council of Philadelphia. It calmly passed a resolution recommending the abolition of the school board entirely.

The following interview with President Huey, of the Philadelphia board of education, demonstrates the high type of school board members of that city, as well as the honorable methods of that board. He says:

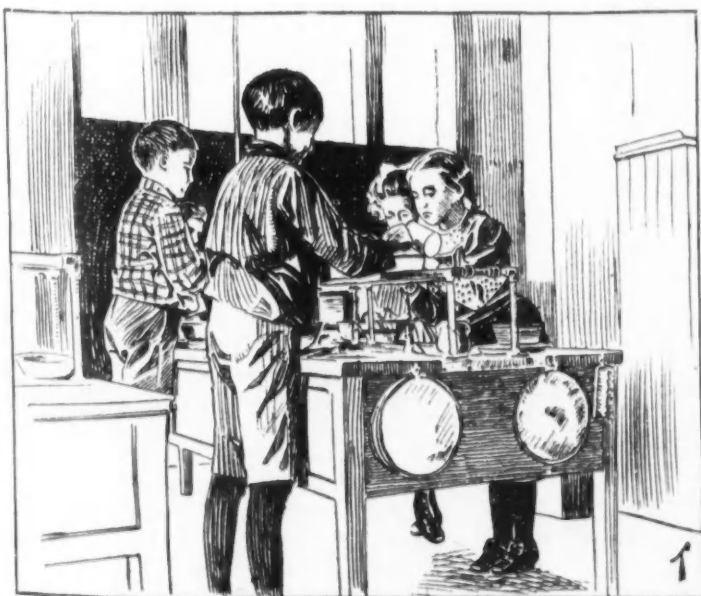
"I am familiar with the school system of Philadelphia, and my observation and judgment have led me to the conclusion that the governing body, whatever you may choose to call it, or however it may be constituted, should be absolutely free from political influences, and that the financial side of the system should be conducted without any regard to the personal or political views of

those who have the power of making contracts or disbursing money.

"Another important feature is that if teachers, who enter the profession after arduous training and with the intention of making it their life calling, are to be subject to political changes the standard of efficiency will be lowered and the teachers will naturally take only a perfunctory interest in their work. The result must necessarily be deleterious to the children, whose interests should be the paramount care of any educational body. The ideal school government should rest mainly, if not entirely, upon morality, business integrity and business principles and the highest educational standards.



The Graduate entering upon life.



Children learning the elements of cooking at Manila, Philippine Islands.

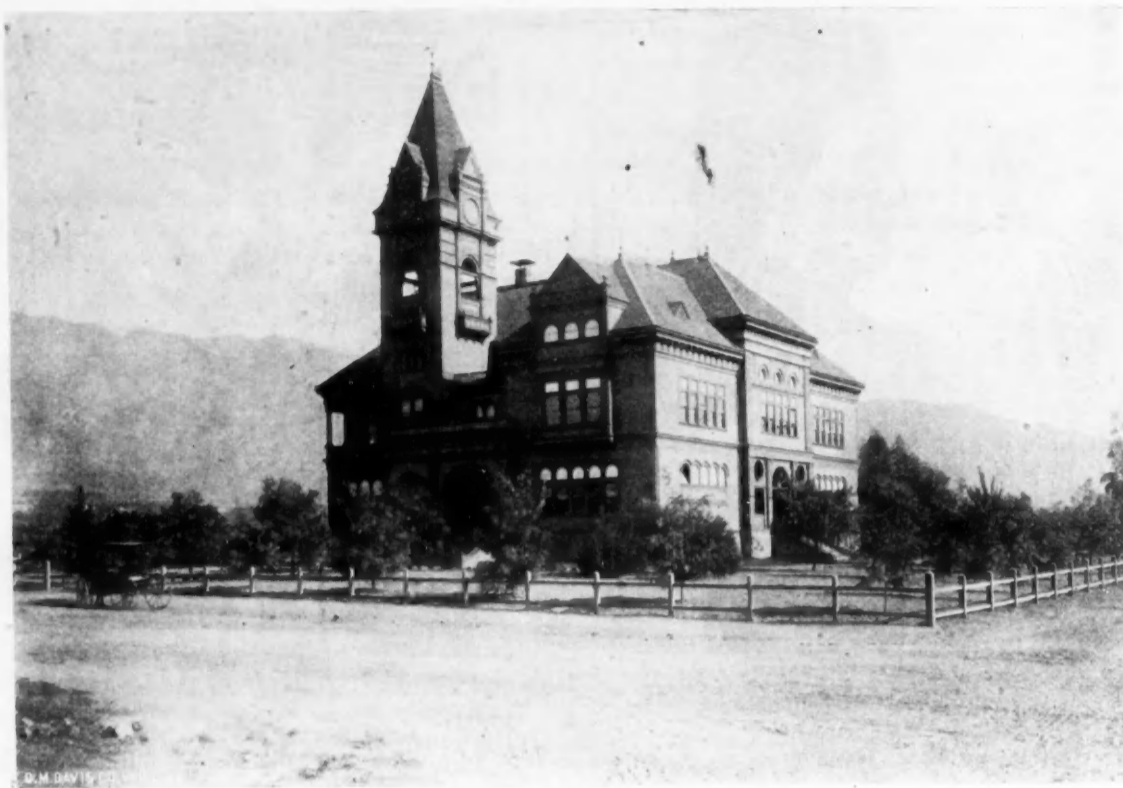
"I believe that this ideal could be reached by the elimination of the ill-founded friction between the board of education and the local which has cropped up here and there between school boards. Much has been accomplished in this direction, but more remains to be done, and if frankness on both sides and a mutual give-and-take policy were to be adopted, I believe that the existing educational system in this city would meet all the expectations of those who desire to make it as perfect as possible.

"During my connection of seventeen years with the board of education I know of no appointment that has been made on a political basis, and it has been my experience that the sole standard of merit for the attainment of any position has been that of qualification coupled with character.

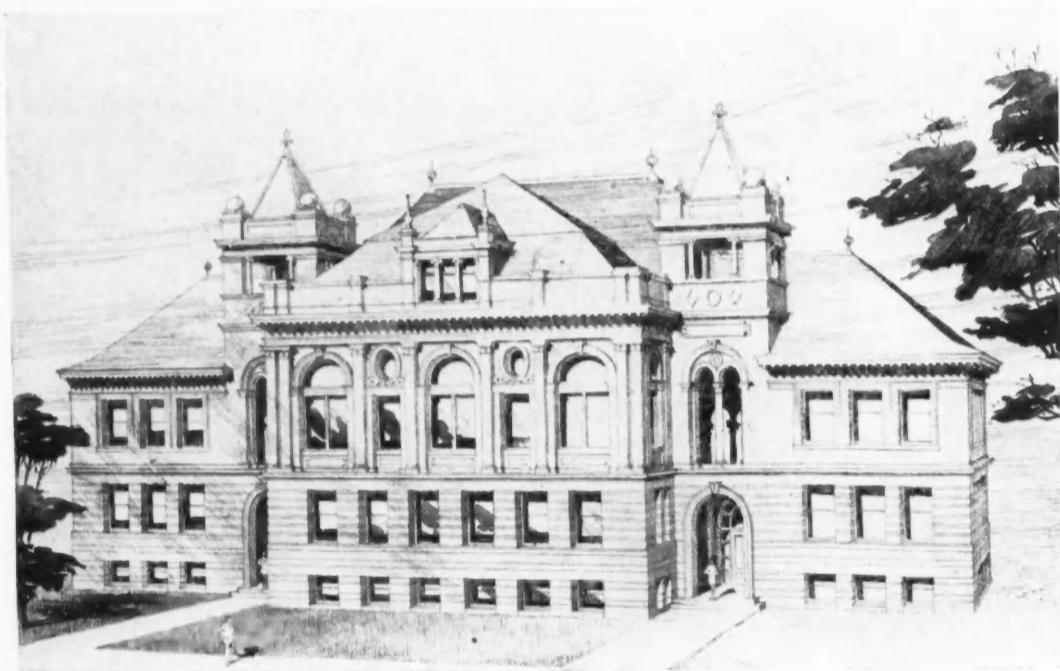
"The members of the board of education serve without pay and cheerfully devote their time and labor to the interests entrusted to them, simply because they believe there is no better way of discharging their duty as citizens than caring for the future welfare of the children who are to take their places."



Dr. Wm. R. Harper, of the University of Chicago, will lecture in Europe.



NEW NINE ROOM WASHINGTON SCHOOL, PASADENA, CAL.



Orff &amp; Guilbert, Minneapolis, Minn.

SCHOOL HOUSE DESIGN.



Orff &amp; Guilbert, Minneapolis, Minn.

SCHOOL HOUSE DESIGN.

### School Sanitation.

President Dale of the Oshkosh, Wis., board of education recently delivered an address on school sanitation. Among other things, he said:

"With the best of care, the greatest of intelligent effort, there is danger enough that the average school may serve not only as a disease spreader, but as an actual disease breeder.

"The subject of school sanitation is a broad one. Its scope is too extensive for complete consideration at this time, and only a few of the more important points can be touched upon. Perhaps one of the most essential of these is the requirement of personal cleanliness. This has been said to be next to godliness, but as a matter of scientific fact it takes decided precedence over the latter in preventing the propagation of the disease-producing, pestiferous microbe, the dictum of our Christian Science friends to the contrary notwithstanding. Most, if not all, of the minute organisms that cause disease are essentially filth-born and filth nourished. To them cleanliness means starvation and eventual annihilation. It is, of course, impossible to compel every child that comes to school to be surgically or even practically clean. At the same time much may be accomplished along this line.

"Assuming now that the pupil has been rendered physically clean and that the danger of his carrying or propagating disease germs is thereby reduced to a minimum, what condition confronts him when he enters the school room? I am not speaking now of heat, light or ventilation, which will be discussed later, but of the state of the room with reference to that cleanliness that we have just insisted on in the case of the child. Is this cleanliness always to be found? Unfortunately, no. This is not intended as a reflection on the integrity or efficiency of our janitors, most of whom do their work well; but there are certain physiological and pathological facts with which they are not always acquainted—and perhaps it may be whispered that this ignorance sometimes extends to even the teachers. One of these facts is the danger that lurks in dust. Now, by this is not meant the direct local effect of dust upon the respiratory organs, which you all know is that of an irritant, but rather the tendency to harbor disease germs. The bacilli of tuberculosis and of tetanus are often found in the dust from floors and sidewalks used by a large number of people, and there is no telling what other disease agencies may be distributed in the same way.

"The heating of a school room is an important problem, and one that is too often solved in a manner far from satisfactory. Heating by direct radiation from stoves is now quite generally out of use. Its great weakness lay in the fact that air is a poor conductor of heat and that therefore it is a practical impossibility to keep the temperature near a stove and at distant points essentially uniform. I think it will be universally conceded that the ideal method of heating is by forcing warm air into a room and securing its general distribution in so effective a manner that the temperature is practically the same everywhere. In theory this is simple, but in practice often extremely difficult, as some of the brilliant failures in this city testify.

"The proper lighting of a school room is another important matter. The glare from windows in front of pupils is a constant and serious strain upon the eyes. This problem of the use and abuse of the visual organs is now receiving more attention than before."

### Building and Finance.

Brooklyn, N. Y. Four weeks of actual trial justified the wisdom of the appropriation of \$5,000 for the establishment of summer playgrounds of the public school grounds. These playgrounds are not kindergartens, nor are they schools. They combine the advantages of both, and this, added to the perfect freedom with which the children come and go, play or rest, under the guardian eye of an intelligent supervisor, make them incalculable agents for good among all classes. The school grounds for playgrounds is to be continued.

Newark, N. J. The board of education opened the yards at seven public schools for the use of children during July and August.

New York, N. Y. The school authorities have fairly launched into the scheme of furnishing children with playgrounds in the basements and courtyards of the school buildings.

Minneapolis, Minn. Mayor Pratt is enthusiastically in favor of giving the children the advantages of school yards as playgrounds.

Cleveland, O. Mrs. B. F. Taylor, member of the school council, has introduced in that body a resolution providing for the opening of school yards as playgrounds.

New Haven, Conn. The method by which the board of education is seeking plans for the new school house to be erected is a novelty with the board, and the results of the competition into which architects are to enter is being awaited with interest. It is required that designs, plans, specifications and estimates must be plainly wrapped and marked, "Bids for Canner Street School," and without any distinguishing mark or evidence which might disclose the identity of the bidder. There must be enclosed in the package named above two plain, white, opaque envelopes, within one of which the bidder will place a card bearing his name and address, and within the other the estimate of the cost of the building, the latter to have the type-written endorsement "Estimate of Cost of Canner Street School." The envelopes must be securely sealed with a plain wax seal, having no impression, legend, device or mark upon it, which might disclose the identity of the bidder. Upon opening the package containing the drawings, specifications, estimates, etc., the board of education will number the envelopes named above and will place the same number upon each design, plan, specification, etc., submitted by him, and will preserve unopened the envelopes named above until final selection shall be made.

No designs, plans, specifications or estimates submitted are to have upon them any mark by which they can be known.

It appears that the charge has been made at some previous time that there was favoritism shown to competitors. To eliminate all possibility of such in this competition, the board has carefully prepared instructions governing this competition. When the time comes for the opening of the bids the plans will be inspected and if suitable will be accepted by a vote

of the board. The identity of the competitor up to this time will not be disclosed.

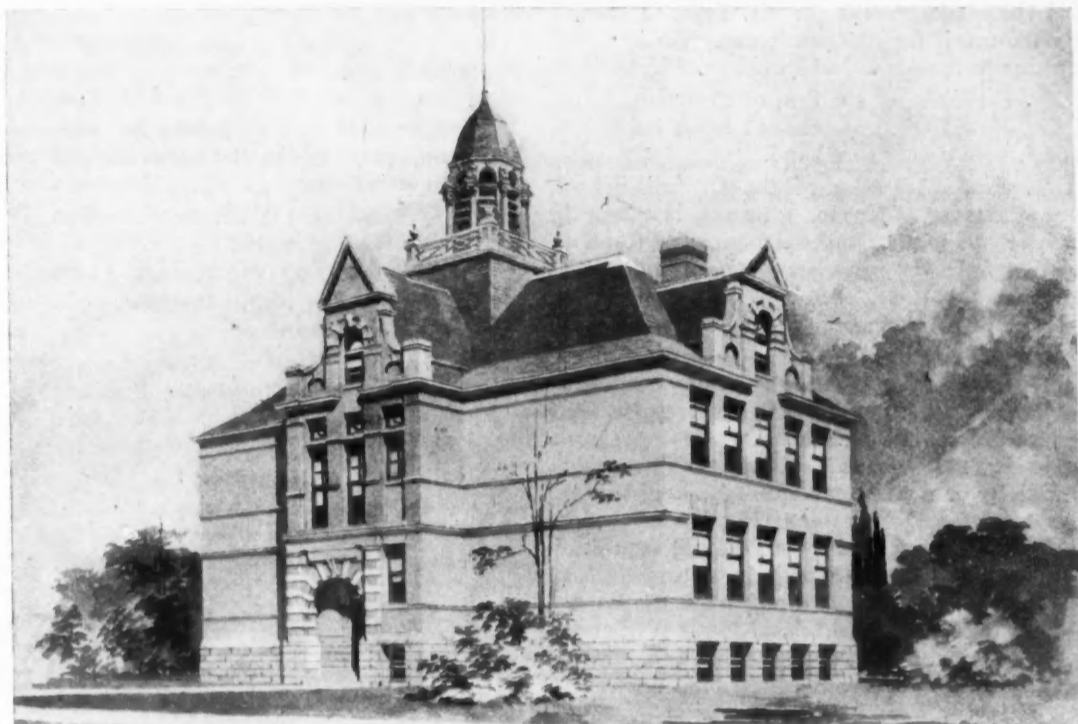
Heretofore all the plans for school buildings have been let to local architects, but the open competition adopted this time makes it possible for out-of-town firms to get the work.

Cleveland, O. The school council has agreed on a plan to take the children out of basement schools.



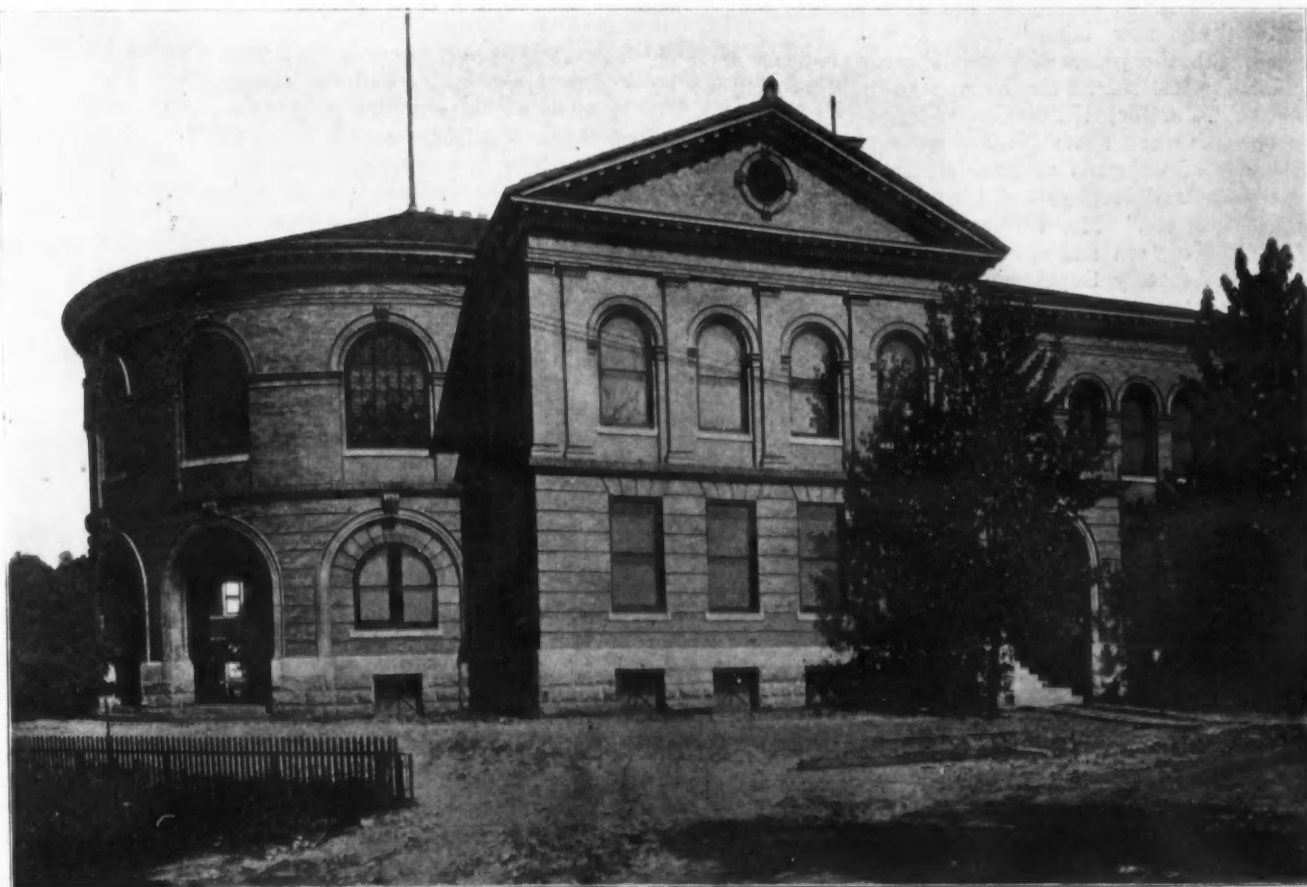
Schermerhorn & Reinhold, Architects, Phila., Pa.

NEW SCHOOL, BRYN MAWR, PA.



Orff & Guilbert, Architects, Minneapolis, Minn.

SCHOOL HOUSE DESIGN.



By Courtesy of Wills W. & V. Co. J. F. Osterling, Archt.

HIGH SCHOOL, CARNEGIE, PA.

### School Supplies and Equipment.

Through an unfortunate oversight the fact that the A. H. Andrews Co. received a large contract in Cuba was not mentioned in our last issue. Mr. Hyland, the manager, was in Cuba and was awarded a contract for 15,000 desks. The enormous quantity of desks will have to be supplied during the present year. Mr. Hyland was particularly impressed with Supt. Alexis E. Frye.

"Mr. Frye is an exceptionally strong man in the educational field of Cuba," said Mr. Hyland. "He has the welfare of the island so closely at heart that he is making great personal sacrifices in order to carry out his plans. In his dealings with the school supply and school furniture men he displayed the greatest fairness—as well as uniform courtesy. The men even who were disappointed in failing to secure contracts had the kindest words for Mr. Frye. I cannot say too much for this gentleman. He is a real blessing to the educational welfare of Cuba."

Mr. Peckham, of the firm of Peckham, Little & Co., New York, was confined to his home last month with a very sore hand.

Mr. F. J. Albrecht, of the Central School Supply House, Chicago, returned last month from a trip to South America. President Lorenz of the company has gone on an Eastern trip.

Mr. Coles, manager of the Coles Silicate Slate Co., New York, reports good business.

F. W. Devoe and C. T. Reynolds Co., of New York, have brought out a water color paint box designed for use in the schools.

The J. P. Bell Co., of Lynchburg, Va., makes a specialty of the manufacture of college school stationery.

Mr. Williams, secretary of the Chicago Laboratory Supply and Scale Co., returned last month from an extended trip through the West. "I am indeed pleased," said Mr. Williams, when questioned by our representative, "with the bright prospects for educational life and activity in the West. I visited quite a few educational institutions and attended a number of teachers' institutes. Owing to the general prosperity in the West all institutions enjoy an increased attendance. Many of them are equipping entirely new laboratories. I was impressed with the progressive spirit manifested by such institutions as the University of Missouri at Columbia, University of Kansas at Lawrence, Kansas State Normal at Emporia, University of Colorado at Boulder, University of Nebraska and Wesleyan at Lincoln, University of Iowa, etc." Mr. Williams will make a visit to the eastern and southern states. The Chicago Laboratory Supply and Scale Co. enjoys a good trade among the colleges and universities throughout these states. We wish him success.

Galesburg, Ill. Needed supplies purchased from Bausch & Lomb Optical Co., J. M. Olcott & Co., and L. E. Knott Apparatus Co. ers have been purchased for use in the Central ers hvae been purchased for use in the Central high school.

Lansing, Mich. An agent selling Remington typewriters appeared at a recent meeting of the board and discussed the merits of the typewriter to the board, whom he impressed very favorably.

Wilkesbarre, Pa. The Pittston township school board purchased a lot of maps and globes from Rand, McNally & Co., of Chicago.

Scranton, Pa. The school board have purchased two Smith-Premier typewriters to be used for instruction purposes.

Berkeley, Cal. The children are compelled to bring their own cup, towel and soap to school to insure the best sanitary conditions.

Cadillac, Mich. Kindergarten material purchased from Thomas Charles & Co.

West Springfield, Mass. A Smith-Premier typewriter has been purchased for use in the schools for instruction purposes.

Minneapolis, Minn. The nickel-in-the-slot 'phones in the schools are causing some trouble, as the principals are frequently obliged to drop in a 5-cent piece of their own when they are talking "school business."

Terre Haute, Ind. The Indiana state normal school has purchased a Smith-Premier typewriter.

Boston, Mass. Alleging that the school board is a party to the encouragement of unfair conditions in certain book-binding establishments, by sending pamphlets to be bound to non-union establishments, the Allied Printing Trades Council has voted to petition the school committee to have the union label of the Allied Printing Trades Council appear on all its printing matter in the future.

Beaver City, Utah. The equipment of the Brigham Young Academy has been increased by the addition of a new Smith-Premier typewriter.

Springfield, Mass. Bath tubs for the pupils have been provided in the plans for the new Williams street school.

New Orleans, La. A purchase made of fifty McGuffey's reading charts.

New York City, N. Y. The board of education has added two Smith-Premier typewriters to the school equipment.

The Thurston Teachers' Agency has removed its offices into the Studebaker building, 378 Wabash avenue, Chicago. Miss Anna M. Thurston remains as the manager.

The Singer Manufacturing Co. has issued a very unique set of cards which are educational in character as well as an advertising feature. Each card is illustrated with birds in colors, together with descriptive matter. They are attractive and even artistic. We know of no advertising matter brought out within recent years that serves its purpose so aptly and yet embodies this educational feature.

Last month we published the first illustration of the Kalamazoo bookholder. In describing the same we stated that it could readily be adjusted. The truth is that the bookholder is really self-adjusting. It does not require any adjustment to make it fit any size of book, being automatically self-adjusting. One of the strong points that is made of the superiority of this holder is that it is self-adjusting and through the spiral spring there is a constant pressure on the sides of the book, equivalent in weight to a Webster's Dictionary; so that, when the dictionary is in the holder, the spring holds the book as firmly as if the dictionary itself was lying on its sides on a table with a weight equal to itself on top. This, of course, prevents the cover warping and prevents any dust getting between the leaves, and at the same time leaves the book easily accessible to the smallest child capable of comprehending any part of its contents.

The Charleston, W. Va., normal institute has been furnished with desks and opera chairs manufactured by the Favorite Desk and Seating Co.

Columbus, O. The labor unions are demanding that the school desks to be placed in the South high school building should be union made.

Altoona, Pa. School desks purchased from the Favorite Desk and Seating Co.

The American School Furniture Co. have just received a nice order for school desks from the school board of New Haven, Mass.

The school board of Bridgeport, Conn., awarded their contract, amounting to several hundred school desks, to the American School Furniture Co.

The school board of Barre, Vt., after examining the different school desks submitted for their

inspection, were of the opinion that those made by the Grand Rapids School Furniture Works best suited their ideas, and they accordingly awarded the contract to that company.

Topeka, Kas. State Supt. Nelson has given an opinion as follows: "Only the maps, charts, globes, etc., approved by the state text book commission may be purchased by the school district boards of the state."

Fremont, Neb. Another Smith-Premier typewriter has been purchased for use in the normal school.

Tomahawk, Wis. Supplies purchased from the Central School Supply Co.

Omaha, Neb. The law requires that school houses must be provided with sufficient means of escape in case of fire.

York City, Pa. Apparatus for the high school laboratory procured from Eimer & Amend.

St. Louis, Mo. Directors of the Deaf Mute Institute have placed a machine in the institution for instruction purposes.

Grand Rapids, Mich. Contract for binding books awarded by the board to Ihling Bros. & Everard.

Grand Rapids, Mich. Wall maps purchased from the Rand, McNally & Co.; general supplies from the School and Office Supply Co.

Cadillac, Mich. School seats purchased from the Grand Rapids School Furniture Works.

Altoona, Pa. The board purchased a number of desks and seats known as the "Favorite" desk.

Joliet, Ill. The board has accepted and signed a contract with the U. S. Desk and Office Fitting Co. for the required laboratory furniture.

The board of education of Eldorado, Kas., recently purchased several hundred desks from the Favorite Desk and Seating Co., of Cleveland, O.

After examining a great many styles of school desks, including all the principal adjustable desks, the school board of Lexington, Va., were unanimously in favor of the friction-side adjustable chair desks made at the Grand Rapids Furniture Works, and placed their order with that concern.

The Piqua School Furniture Works were successful bidders on school furniture at Berryville, Va.

At Salem, N. C., the contract for school desks was decided in favor of automatic ball-bearing desks manufactured at Grand Rapids School Furniture Works.

The American School Furniture Co. were the successful bidders on school desks at Monticello, Ga.

Mr. F. J. Albrecht, secretary of the Central School Supply House, has just returned from a three months' trip in the tropics, Costa Rico, Nicaragua, and Colombia.

The city school board of New Orleans shows its appreciation of the Politico-Relief Maps of the Central School Supply House by placing a supplementary order for twelve full sets, thus supplying a full set for each of their fifty-three buildings.

Abilene, Kans. Supplied its three buildings with Politico-Relief Maps of the Central School Supply House.

Junction City, Kan. Two sets of Relief Maps from the Central School Supply House.

Mr. F. A. Lorenz, president of the Central School Supply House made a business trip to New York and the East in April. He reports a constantly increasing business with the New York branch of that house.

Bay City, Mich. School seats purchased from the Haney School Furniture Co.

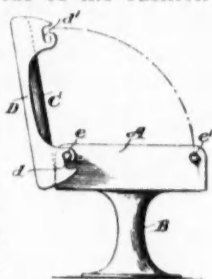
Sterling, Colo. School desks purchased from the Favorite Desk and Seating Co.

# New Patents Granted

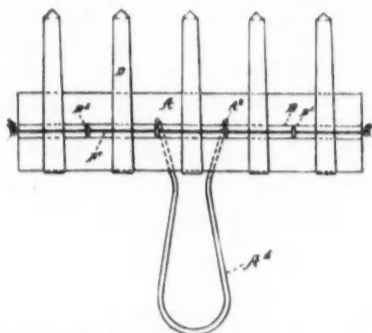
ON SCHOOL SUPPLIES AND EQUIPMENT.

**REVERSIBLE SEAT.** William L. Schellenbach, Philadelphia, Pa., assignor to the Hale & Kilburn Manufacturing Co., same place.

In a seat structure, the combination of a seat-cushion frame, a reversible seat-back, fulera and fulcrum-seats between one side of the cushion-frame and one side of the seat-back, and independent fulera and fulcrum-seats between the other side of the seat-cushion frame and the other side of the seat-back, the distance between the fulera of one member being substantially equal to the distance between the fulcrum-seats of the other member, whereby in reversing the seat-back, it is supported upon one set of fulera and fulcrum-seats until the other set of fulera and fulcrum-seats are brought into engagement and the seat-back is thereby transferred directly from one set of fulera and fulcrum-seats to the other.



**RAPID BLACKBOARD-LINER.** Benjamin N. Black, Paterson, N. J.



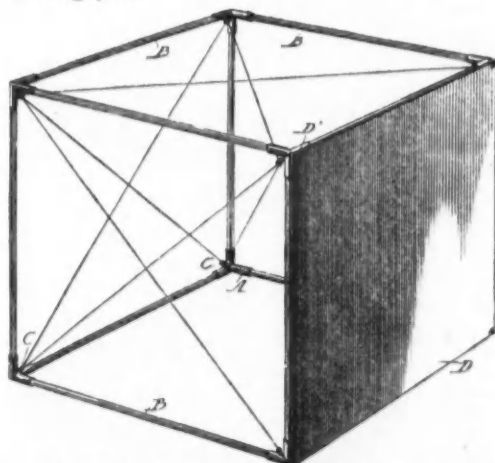
In a blackboard-liner, the stock or body portion provided with transverse grooves adapted to hold crayons or other marking articles, and also provided with a longitudinal groove intersecting said transverse grooves, in combination with means for holding said crayons or marking articles in said transverse grooves.

**ERASER.** Charles C. Gerry, Sudbury, Mass., assignor of one-half to Frank F. Gerry, same place.

A blackboard-eraser comprising a solid block provided with side grooves; pile fabric applied to the face of said block and extending into said grooves; independent wedge-pieces, one for, and to wedge said fabric within, each of said grooves; and a strip of felt secured to said block in position to cover the union of said fabric and block, and support the pile of said fabric at its exposed edges; said felt being arranged to constitute a fine erasing-limb.



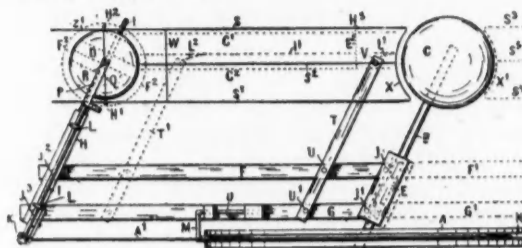
**EDUCATIONAL APPLIANCE.** Herman Hanstein, Chicago, Ill.



A figure for educational purposes, comprising removable corner-pieces each provided with a suitable number of projecting branches circular in cross-section, a series of connecting-

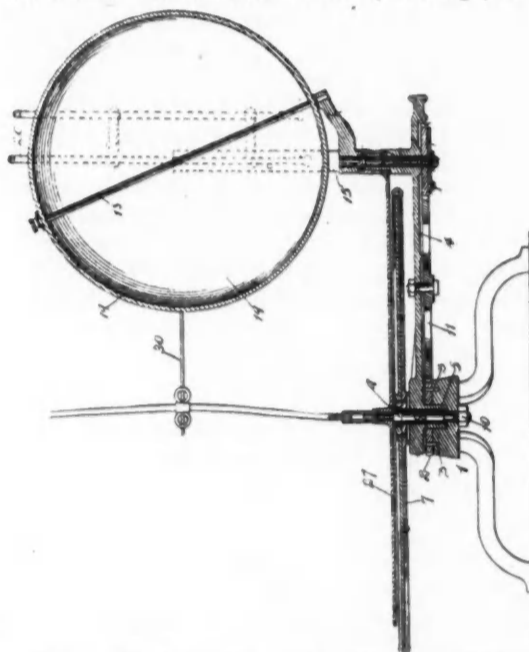
pieces so as to form the outlines of a complete figure, a hook or engaging device associated with the several corner-pieces, a series of connecting-pieces connecting said engaging devices or hooks together and forming the diagonals and the like of the figure, the several parts so arranged as to form of themselves a complete figure adapted for exhibition purposes.

**ASTRONOMICAL APPARATUS.** George S. Gardner, Rochester, N. Y.



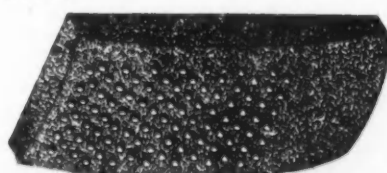
The combination with the circular grooved base, of the inclined post inserted therein, the sun-sphere supported on said base, the sleeve revolving on the inclined post, the parallel bars pivoted to the sleeve, the outer inclined arm pivoted to the bars, the earth-globe supported on an axis carried by the arm parallel to the post, and a guide for one of the bars traveling in the groove around the base.

**TELLURIAN.** Thomas H. Costello, Chicago, Ill.



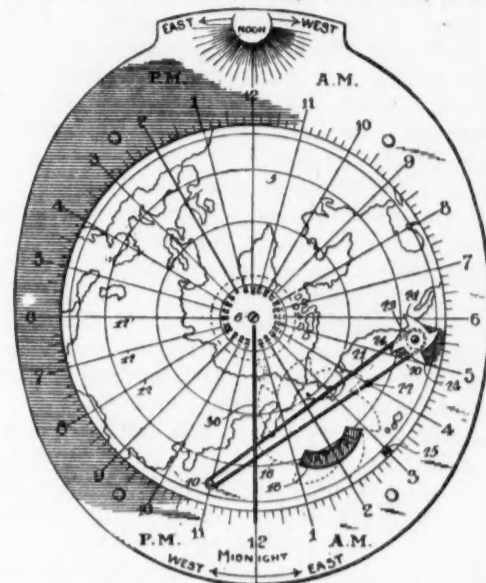
In a tellurian, the combination of a base, a gear fixed on the base, a swinging arm provided with intermeshing gears, one of which engages the fixed gear, a vertical pin extending through the base, the fixed gear and one end of the swinging arm and having a squared portion near its upper end, a calendar-zodiac composed of a horizontal disk or plate arranged above said swinging arm and engaged at its center with the squared portion of the said vertical pin, a pointer arranged horizontally over the calendar-zodiac and pivoted at a point above the central portion of the latter, a globe carried by the outer end of the swinging arm, and devices operated by said gears to maintain the parallelism of the axis of the globe.

**BLACKBOARD-RUBBER.** John G. Meerey, San Francisco, Cal.



In a blackboard-rubber having an interior chamber and holes leading through the rubbing-surface and communicating with the interior chamber by an inclined partition, and an opening for removing the dust from said dust-chamber.

**TELLURIAN.** John W. Smith, Goldsmith, Ind.



In a tellurian, the combination with a stationary dial, of a map-disk adapted to rotate with respect to the dial, a toothed disk mounted upon the map-disk and graduated for the days of the week, said map-disk being provided with an opening to disclose always two days of the week, a stop in the path of the teeth of the second disk for engagement thereby to rotate the disk step by step, a line denoting the international date-line, a drum upon the map-disk having a toothed disk, a belt operatively connected with the drum and extending across the date-line, a body carried by the belt, and a stop in the path of the last-named toothed disk for engagement with the teeth thereof to operate the drum simultaneously with the second-named disk, to move the body over the date-line and to move the day graduations across the date-line and bring up a second day graduation.

## Supplies and Equipment.

Eldora, Ill. General school supplies ordered from the Central School Supply Co., of Chicago.

Kalamazoo, Mich. Diplomas purchased from Atkinson & Mentzer.

Cheboygan, Mich. Supplies for high school laboratory purchased from Eimer & Amends.



A Kalamazoo Bookholder with a dictionary on one side and a bible on the other, fitting a book automatically of any size from two to five inches.

## Book Review.

**A NEW FRENCH SERIES.** Comprising the essentials of the grammar with a series of illustrated conversation in Paris. By Edwin F. Bacon, Ph.D. Cloth, flexible, 12mo, 315 pages. Price \$1. Published by the American Book Co., New York, Cincinnati, Chicago.

This is a book of the hour. It can hardly be judged by the ordinary standard. It is not so much intended for the systematic study of French as, I would judge, for a small class desirous of picking up in a given time a conversational use of French.

The book is divided into two parts. The first 180 pages containing the usual explanations that are comprised under etymology, while the second part, about a hundred pages, consists of a series of dialogues about Paris and the Exposition.

In the first part the author evidently kept in view the ultimate object, a speaking knowledge of French for the visitor to the Exposition. Looked at from this point of view, the work is well done. One taking up French to facilitate travel and see Paris, could hardly choose a better book. Sufficient theory, too, is formed to enable the intelligent student to help himself, solve his own doubts and go ahead securely.

It was a splendid idea to present a complete paradigm of avoirdupois and etre early in the course. The remarks on page 43 about the progressive study of the verb are well timed; while the note with regard to acquiring entire familiarity with the examples offered for practice, before proceeding further, shows the experienced teacher.

The second or conversational part appears a little difficult on account of the length-variety of the sentences. However, if the rule of thorough mastery of each part as it is taken up is adhered to, even these conversations will lose much of their difficulty.

The book contains a very good vocabulary, French-English and English-French.

It can be well recommended to teachers preparing travelers abroad, while its limp cover, its neat appearance, and the amount of information to be obtained from the conversation, will make it a welcome *vade-mecum*.

**PUBLISHING AND BOOK.** Being a Few Practical Hints to Authors as to the Preparation of Manuscript, the Correction of Proof and Arrangement With the Publisher. By Charles Welsh, Author of "A Bookseller of the Last Century," etc. 43 pages. Published by D. C. Heath & Co., Boston.

Although this little paper-covered volume in fine paper and excellent make-up contains information of not much value to the general reader, yet it is quite possible that its contents may be found very useful to the prospective author. It sets forth in a plain and practical way a few needful instructions in regard to the preparation of manuscripts and the correction of proofs. A certainly valuable appendix gives a few brief rules for punctuation. An interesting glossary has been placed at the end of the book, from which we select the following:

**Italics**—The name of this type, invented by Aldus Manutius; it is said to be an imitation of Petrarch's handwriting, made by Francesco da Bologna, an able engraver.

**THE BOY SAVERS' SERIES.** Booked the First Organizers and Their First Steps. By the Rev. George E. Quin, S.J. 108 pages. Price 25 cents. Published by the Sacred Heart Library, 27 and 29 West Sixteenth street, New York City.

This charming little work is a strong, earnest plea for able and willing workers to save the young boy. There is no graver question in the line of sociology than that which confronts those

who have an interest in our young men. How can we save the boy who has left school, say, at the age of 13 or 14, is not yet a man with the "poise of added years," and yet with a certain amount of independence, with a little money of his own (earned) jingling in his pocket? All will admit that this is a critical age, when passions become strong and temptations arise on every hand. It is between the ages mentioned above that the lad must be "caught" and settled to a life of steadiness and self-respect, both in habits of steady industry and the question of religion, if he is to be saved as a future good citizen and Christian.

How to effect this desirable end Rev. George Quin had endeavored to show in his first series of a publication which promises to be of great value. The writer is eminently qualified to speak on the subject. For fifteen years he has successfully gathered about him some 400 working and street boys at Troy, N. Y.

He claims that the welfare of our boys is everybody's business, and makes a strong plea for active workers among boys in their teens, claiming that boys' directors are not "born," but self made, or, in other words, where there is a will there is always a way to render assistance to boys. In the appeal he makes to men throughout the country to engage in this work, he claims that intelligent zeal, a turn for practical expedients and some disciplinary skill are all that is necessary.

Father Quin's age difficulty for admission into his association has been ingeniously disposed of by simply measuring the applicant's stature, and he claims that "his boys" take this test as "the most natural thing in the world." This accomplished organizer claims that juvenile "toughs" should be enrolled, and makes out a very good argument to prove that the membership of bad boys is not detrimental to good ones.

The booklet is written in a delightfully bright and humorous style, which will pay perusal.

**WHAT SHALL I DO?** Fifty Profitable Occupations for Boys and Girls Who Are Undecided as to How to Earn Their Own Living. By John Sidney Stoddard and the Author of "Preston Papers." 276 pages, illustrated. Published by Hinds & Noble, New York City.

This is an important question with most young people before, and after, they get through school. A teacher, disposed to be practical, in a series of familiar talks, gives instructions to his pupils on the advantages and disadvantages of some of the occupations in which men and women engage. The individual must judge of his own abilities and inclinations, after he has obtained all the information possible about available occupations.

It is a healthful sign when manual labor is recognized as honorable as the so-called professions, and often fully as profitable. There is an illusive glare about public life. Timothy Titcomb has a chapter on official life, in which he quotes a proverb about a cow in a private pasture in clover up to her eyes looking longingly over the fence at the public common where the grass is eaten down to the roots. The schools cannot fit the young for all sorts of occupations. They can lead them to exercise judgment in choosing occupations in which they can be useful and, to a certain extent, independent. This book is illustrated by pen and ink sketches.

**DOORSTEP ACQUAINTANCE AND OTHER SKETCHES.** By William D. Howells. With a Biographical Introduction and Notes. The Riverside Literature Series. 92 pages. Price 15 cents. Published by Houghton, Mifflin & Co., Boston, New York, Chicago.

Number 139 of this excellent and growing series. We are glad to see the series grow. It condenses in convenient form and at a low price some of the best of our literature.

Mr. Howells has expressed some opinions that people as independent as himself do not like very well. But he has written some very readable things. He gives us gossip sketches of the various characters who call at his door, and sees something good under rough exteriors. The story of the marriage of the Venetian Tonelli, a romance of real life, and St. Padua, are entertaining sketches.

**THE TEACHING OF ELEMENTARY MATHEMATICS.** By David Eugene Smith, Principal of the State Normal School at Brockport, New York. 312 pages. Price \$1. Published by the Macmillan Co., New York, Chicago. For sale at Des Forges & Co., Milwaukee, Wis.

This work must needs meet with the approval and commendation of all engaged in the teaching of mathematics, as it contains a complete exposition of the field of elementary mathematics—arithmetic, algebra, geometry—from its first usage to the present time, showing how it has been taught, its gradual development, and the various methods of teaching it now in use.

The suggestion, that unknown quantities in arithmetic equations be expressed by symbols, is well made, as it will afterwards render easy the study of algebra, obviating the first difficulty which the pupil encounters on taking up this branch, namely, dealing with symbols instead of with figures. Teachers will find the book to be of great assistance in their work, as the comparing of different methods will always supply them with new ways of explaining principles.

**LESSONS IN ELEMENTARY PHYSIOLOGY.** By Thos. H. Huxley, LL.D., F.R.S. Edited for the use of American schools and colleges by Frederic S. Lee, Ph.D., Adjunct Professor of Physiology in Columbia University. 577 pages, with numerous illustrations. Price \$1.40. Published by the Macmillan Co., New York, Chicago. For sale at Des Forges & Co., Milwaukee, Wis.

Prof. Huxley's text book of elementary physiology has stood the test of experience so long and so well that any further commendation of it might be considered useless. However, this latest revised American edition, by keeping it in touch with the wonderful strides that have been made in this particular field of research and by adapting it, moreover, to the special needs of the American student, will surely help to preserve and even increase the usefulness of this class-book. The publishers have ably done their share towards making the work acceptable in the class room.

**BIG PEOPLE AND LITTLE PEOPLE OF OTHER LANDS.** By Edward R. Shaw, Dean of the School of Pedagogy, New York University. Cloth, 12mo, 128 pages, illustrated. Price 30 cents. American Book Co., New York, Cincinnati and Chicago.

This little book is designed to satisfy this desire to learn about the strange peoples of other lands. It reveals to one a large number of different races and describes their peculiarities as to personal appearance, their dress, their ways of living, their customs and their manners.



Graduates, as pictured by "Life."

SCHILLING'S SPANISH GRAMMAR. Translated and Edited by Frederick Zagel. 340 pages. Published by Cassell & Co., New York.

Schilling's Spanish Grammar is an excellent work, the best of its kind we have as yet examined, and we recommend it warmly to all who wish to learn the sweet Castilian tongue. A short vocabulary at the end of the book would prove useful to many students who do not care to write one out for themselves or procure at once a larger dictionary.

THE NERVOUS SYSTEM OF THE CHILD. ITS GROWTH AND HEALTH IN EDUCATION. By Francis Warner, M.D. (Lond.), Physician to and Lecturer at the London Hospital, etc. Author of "The Study of Children and Their School Training," etc. 233 pages. Price \$1. Published by the Macmillan Co., New York. For sale at Des Forges & Co., Milwaukee, Wis.

This volume will well repay careful perusal. The author has made an exhaustive study of child growth in brain as well as body, and offers much valuable advice to parents and to teachers. Although the work is intended to assist the teacher both in training and teaching, many useful and practical lessons can be learned by parents in the home. As evidencing with what thoroughness Dr. Warner has treated his subject, we may mention a few of the sub-headings of the chapter on "Physical Care of the Child; Hygiene and Feeding." He treats of health of body and brain; of the interaction of the organs and the brain; the brain regulates the organs of the body. He touches on the question of blood, food and digestion; weakness, its causes; clothing, dress, the school time-table, sleeping rooms, amount of sleep and work, dormitory cubicles. Considerable attention is given to the school room, to oxygen and pure air, its temperature; to school desks and to the method of writing. Other chapters are devoted to the training of young children, to advancing school method and teaching; the nerve centres in infancy; school life and division of the book is devoted to mental hygiene and voluntary mental power.

Much attention has been given in late years to training, development and educating young children. It is a problem which will always have its difficulties, but we believe the book before us will solve many of them. The work cannot be too strongly recommended to those who have given themselves to that labor of love by which they hope to ameliorate the mental and physical condition of the future men and women of the world.

THE NATURE AND WORK OF PLANTS. An Introduction to the Study of Botany. By Daniel Trembly MacDougal, Ph.D., Director of the Laboratories, New York Botanical Gardens. 218 pages. Price 80 cents. Published by the Macmillan Co., New York. For sale at Des Forges & Co., Milwaukee, Wis.

With many people botany is but a fad. They make a collection of flowers, leaves, etc., perhaps press and arrange them in some order that strikes their fancy—they are botanists. This state of things is in many cases due to ignorance or to a want of proper direction. "The Nature and Work of Plants" will not only remedy this, but also lead people to a scientific study of botany. The book is well adapted for beginners. The matter could not have been put simpler and clearer than Mr. MacDougal has succeeded in doing.

TALES TOLD OUT OF SCHOOL. By Edward S. Ellis, A.M., Author of "The People's Standard History of the United States," "History of Our Country," "Deerfoot Series," etc. 240 pages. Price \$1. Published by C. W. Bardeen, Syracuse, N. Y.

These reminiscences, by Mr. Ellis, of the school life in days gone by will appeal especially to the teachers. The tales are not only interestingly told, but contain much that is instruct-

ive. The old school house is depicted and its furniture portrayed, as is also the schoolmaster, who taught in it and who comes in for a full share of breezy comment. It tells mainly of the pupils, their mental abilities, their character and peculiarities. This volume is one which should be widely circulated.

FIRST DAYS IN SCHOOL. By Seth T. Stewart, Associate Superintendent of Schools, New York City, and Ida Coe, Brooklyn Primary Schools. Cloth, 12mo, 92 pages, illustrated. Price 25 cents. Published by the American Book Co., New York, Cincinnati, Chicago.

Give the children a picture and then get them to talk about it. Half-tones, pen and ink sketches, and colored pictures are the subjects of conversations with the little people. They represent play things, pet animals, birds, flowers and fruits. The pictures are excellent in themselves and suggestive. Script is used in the earlier reading lessons, script and print in the later ones. The vocabulary is not too large for the beginner to master easily. It is a very attractive little book.

OLD NORSE STORIES. By Sarah Powers Bradish. 12mo, 240 pages, illustrated. Price 45 cents. The Eclectic School Readings. Published by the American Book Co., New York, Cincinnati, Chicago.

There is a deep significance in mythology. Before people had words to express truths abstractly, they employed figurative speech. In Greek mythology we have the forces of nature personified. The earliest condition of the earth was represented by Chaos. Then Chronos—brought forth the organized forces of nature. The Norse mythology has not received the same amount of study as the Greek. There is similarity between them. The Norse stories were a large part of the literature of Saxon nations. The Niebelungenlied is the great epic of Germany as the Iliad is of the Greeks. Where these have entered so much into literature, it is important that our young people should become familiar with them. These stories are here told in a style adapted to young pupils, and are made more interesting by some fine illustrations.

PITMAN'S COMMERCIAL CORRESPONDENCE IN SHORTHAND. By Isaac Pitman & Sons. 207 pages. Price 85 cents. Published by publishers of Pitman's Practical French and German Grammars, New York.

It was in 1860 that shorthand began to be employed in commercial correspondence. This has come to be its most extensive field. It has come to be indispensable. It would be almost impossible to attend to the immense amount of correspondence in the great commercial houses

without it. For the correct taking down of dictated correspondence peculiar training is necessary. It is essential that the clerk should be familiar with the form of address and style appropriate to each particular letter. This manual has been prepared for furnishing models of such correspondence. It contains more than 300 models of letters covering the entire range of commercial correspondence. Shorthand students who are seeking to become experts will find it valuable.

ENGLISH-GERMAN DICTIONARY OF BUSINESS WORDS AND TERMS. Vest Pocket Edition (size 2½x6½). 175 pages. Price 85 cents. By Fritz Hundel, Principal German Master, Pitman's Metropolitan School. Published by Isaac Pitman & Sons, New York.

A dictionary that supplies the many terms and words used in commercial correspondence. In addition to the ordinary words used in commerce, it contains compound phrases, idiomatic expressions, etc. The genders of all substantives are indicated. All irregular verbs are specified as such, and an alphabetical list of them, giving their irregular forms, will be found at the end of the book. Separable verbals are indicated by a hyphen placed between prefix and verb. The spelling throughout is the modern German orthography.

DESCARTES' DISCOURSE ON METHOD. Translated by John Veitch, LL.D., University of Glasgow. Paper, 87 pp. Price 25c. Published by the Open Court Publishing Co., Chicago.

One of the bi-monthly numbers in "The Religion of Science Library." The discourse is on the method of rightly conducting the reason and seeking truth in the sciences.

THE HOUSE THAT JILL BUILT, AFTER JACK'S HAD PROVED A FAILURE. A Book on Home Architecture, with illustrations. By E. C. Gardner, Author of "Homes and How to Make Them." 268 pages. Price \$1. Published by W. F. Adams Co., Springfield, Mass.

Many a man has thought that he would agreeably surprise his wife by building a new home for her, without letting her know anything about it until it was all finished. She, of course, would graciously express her appreciation of his generous devotion. But—if she had only been consulted about the arrangement—she could have suggested so many little conveniences that never occurred to him. He never would have thought of all those closets, nor of the best way to arrange the dining room, the kitchen and the pantries so as to "save steps" for the cook.

The first house that Jack built was a failure. His wife had something to say about the later houses. She gets a little mixed sometimes in saying what she wants. "The stories must not be less than eleven nor more than nine feet high. The house must be high and low—" "I'm Jack and you shall be game—"

It is astonishing how much can be said in planning a house. Here are all the conferences about every detail from the cellar to the attic. They are interesting conversations, and there are drawings of all the details that are discussed, and of the plans that are finally decided upon. People who are contemplating building a house should profit by these conferences:

This is the house that Jack built,  
These are the faults that lay in the house that Jack built.  
In winter the house was always cold,  
The cellar walls were covered with mold,  
The chimneys smoked and the roof it leaked,  
The shutters slammed and the stairways creaked,  
The porch was narrow and so were the halls,  
The rats ran riot in all the walls,  
The floors they sagged and, strange to tell,  
There wasn't a closet in all the shell,  
That was known as the house that Jack built.  
As none of the faults could well be cured  
And none of them ought to be endured,  
Jack married a wife whose name was Jill,  
With plenty of sense and plenty of will,  
And the house she built had none of the faults  
That lay in the house that Jack built.



### We Win the Wager.

Some months ago John F. L. Morris, who represents Ginn & Co. in the East, was asked by this journal to contribute a story to its columns. He responded by saying that he had a good story, but that it was useless to send it, as it would never see the light of day in THE SCHOOL BOARD JOURNAL.

"It is a story on Bruce, and you will never print it," he said.

"Tell it, and I will wager you the Appolinaris for every bookman in America that I'll print it," replied Bruce. "Shoot in your story and it will go in cold type."

The story came. Here it is:

#### Bruce, the Journalist vs. Bruce, the Farmer.

Nearly all bookmen and schoolmen have heard of Gorton—Charles E. Gorton, superintendent of the Yonkers (N. Y.) schools. He is classed by bookmen as a broad-gauged educator and is numbered among the big guns in public school work. Yonkers, by the way, is fortunate in having an ideal board of education, where men with yellow streaks find no favor. The members of the board recognize Gorton's ability—so that he simply presses the button and they do the rest.

Then, of course, you have heard of Bruce—Wm. Geo. Bruce, editor of THE AMERICAN SCHOOL BOARD JOURNAL. Well, these two gentlemen attended the recent meeting of school superintendents in Chicago. One evening I found them seated in a cozy corner of the Auditorium exchanging experiences. Bruce didn't relate all of his experiences; in fact, he didn't do much exchanging—but no matter. Gorton is a farmer as well as a school superintendent—that is, a gentleman farmer: one who pays the bills while the tenant works the farm; and when the tenant isn't working the farm, he is usually busy working the gentleman. However, farming is a hobby with him. Bruce isn't a farmer, not even a gentleman farmer, but he is troubled with the farm fever.

Did you ever have it?

Well, most men get it as soon as they begin to cut off coupons.

"Let me tell you, Bruce," said Gorton, "farming is the most independent life a man can lead. You know a man must find a good productive place, have it cleared of all weeds and other mortgages, and you can wander about your fields in summer-time and feel satisfied that you have at last found the 'Fountain of Youth.'"

Bruce's fever had now reached the acute stage. He arose from his chair, stood erect, pointed his right hand toward the heavens and shouted, "A

farm, Gorton! a farm!! My journal for a farm!!!"

While Bruce was assuming this theatrical pose, Gorton turned to me and whispered: "I often wonder where real estate brokers find buyers for building lots at the North Pole. The matter is clear enough to me now."

And Bruce isn't the easiest mark that comes down the pike, either.

But he was interested, and wanted to know more about Gorton's garden spot. "Tell me more about your place," said Bruce. "I spent my boyhood days on father's place, but we didn't make much money; but I suppose that was because we didn't keep up with the times."

"Ah, there you are! That's just it! New methods, hard work and intelligence will make any farm pay," said Gorton, who then went on discussing the subject from early Rose potatoes down to dry rot. He talked in glowing terms about his full-blooded Jerseys and prize-winning Guernseys.

"But let me give you a little advice, Bruce; if you ever buy a dairy farm, by all means have a silo."

"That's right!" replied Bruce; "you believe in crossing the silo with the Jersey and Guernsey stock."

"Do what?" asked Gorton, beginning to smile. "Now, see here, Bruce, don't ever tell anyone else you spent your boyhood days on a farm; say childhood, and people will believe you. Talk about crossing a silo with Jerseys and Guernseys! Cross fiddlesticks, man! Do you think a silo is a bull?"

C. L. Barstow, of the Longmans-Green Co., New York, is making an extended tour in the West. He is expected to return sometime this month.

H. Clay Russell is the general manager in the West for D. Appleton & Co.'s subscription department. The principal publication handled now is the Universal Encyclopedia, the 1900 edition of the Johnson Encyclopedia. Mr. R. McCay represents the firm in Illinois.

Edwin W. Fielder severed his connection with Harper & Brothers, with whom he has been connected for seventeen years of continuous service, to accept a position as manager of the editorial and publication department of Silver, Burdett & Co. After receiving a grammar school education, Mr. Fielder attended a night high school. He entered the employ of Harpers immediately after leaving school. He began at the bottom and by persistent effort and industry he rose into an important position. By constant evening study he equipped himself intellectually for the exacting duties of the branch he has chosen as his life's work.

John H. Holtzinger, of Harrisburg, Pa., has been in the book field for many years. He began with the pioneer house of Christopher Sower Co. in 1873, and has been connected with the firm ever since. In 1888 he entered the field as an agent. At this time the firm was reorganized and Mr. Holtzinger became a member.

L. H. Putney, formerly with Hinds & Noble, of New York, now represents the Macmillan Co. in the south, with headquarters at Atlanta, Ga. Mr. Putney is well equipped, by past training and experience, as well as by natural abilities, to fill the position with credit to himself and his firm.

F. J. Albrecht, secretary of the Chicago School Supply Co., who has been active in the field for some years, more particularly in looking after the firm's relief maps, has demonstrated decided strength as a bookman. The Roudebush writing system, as well as other text-books published by his firm, have been successfully pushed by Mr. Albrecht.

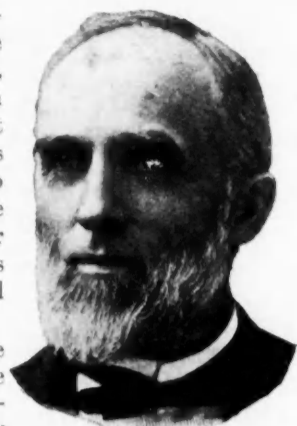
Thomas Charles, the president of the Thomas

Charles Co., of Chicago, who spent the winter at Orlando, Fla., will return during the present month. Mr. Charles was obliged to go south to escape the northern winter which affected his health. He is well and strong again.

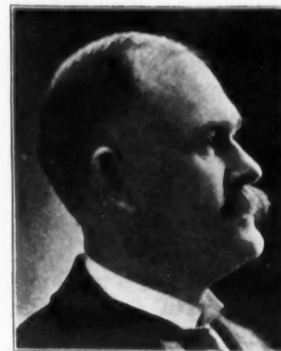
During his absence Mr. Dix has had sole charge of the business, which has now assumed considerable magnitude.

Percy E. Ginn, who was in charge of the Atlanta, Ga., office for Ginn & Co., is now in charge of the firm's office at Dallas, Tex.

A. H. Porter, that human giant who traverses the hills and valleys of Wisconsin for the Werner School Book Co., had a unique experience which demonstrated his versatility as well as his



THOMAS CHARLES,  
President Thomas Charles Co.



A. H. PORTER,  
Ag't. Werner School Book Co.,  
Chicago, Ill.

appealed to the bookman. Would he serve in the capacity of minister? The big-hearted bookman responded readily. In the absence of a Bible he drew on his memory and managed to recall Psalm 23—affixing a ceremonious Amen. He pictured the philosophy of life, the certainty of death, the hope of a future—and in eloquent, yet simple language, paid a touching tribute to the departed. Nothing that Porter ever did in his life won for him a warmer place in the hearts of men than did the words spoken over the grave of this poor Indian.

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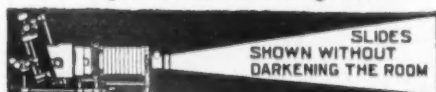
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Philadelphia, Pa.

## School Board Journal

### School Furniture.

Mr. W. N. Nourse, of the Haney School Furniture Co. of Grand Rapids, Mich., when interviewed as to the probable outcome of this year's trade in the school furniture line, said, in substance: "The prospects for the school furniture industry for the present year are good. We think that the sales will be fully as large, or larger, than in former years. The prices will be somewhat higher, owing to the increased cost of labor and material. These still have an upward tendency. So far as we know the improvements in school furniture during the past year have been about as numerous as in previous similar years. We are not seeking expressly after trade in the country's new possessions and consequently have made no effort to look up the subject carefully."

Mr. H. C. Hutchins, secretary of the Moore Manufacturing Co., of Springfield, Mo., was recently seen by our correspondent and questioned as to the school furniture outlook. This company manufactures school desks and enjoys a good trade in Missouri and adjoining states.

"It is difficult to say," began Mr. Hutchins, "until sales are fairly in progress what the school furniture business for the year will be. We trust that the foolish competitive war is over."

"There is every indication of increasing sales this year. As an independent firm we are proud of our record, each year having shown increase of sales over the previous one. Our contracts since Jan. 1 show a large increase over the same sales of last year."

"Prices necessarily must be higher than they have been for several years back, though we do not think that the prices of former years will ever again be reached, largely because of improved methods of manufacture. We do not think that there will be much change in the cost of material and labor in this vicinity during the season."

"Improvements in school furniture have for several years back been largely confined to the minor points, and to methods of manufacture. Any great advance in that line must come from a radical change in the style of school furniture, so great that manufacturers will hesitate about making it."

"Our method of doing business on the mail order plan does not enable us to direct our sales toward any particular territory. We hope our new citizens in Porto Rico, Cuba and the Philippines will become an educated people. If they do and require school desks, we shall have some there, if fair prices, fair treatment and good goods will have any influence in placing them."

The Chandler Adjustable Chair and Desk Works were the successful bidders of school desks at North Carver, Mass.

The American School Furniture Co., 111 Fifth avenue, New York, and 88-94 Wabash

avenue, Chicago, has completed arrangements to enlarge the department of school apparatus and school supplies as connected with this company's immense business in school furniture and kindred lines.

Appreciating the fact that the growing demand for better school room equipment has brought out loads of cheap, almost worthless materials by which the market has been flooded and the purchasers of these things been sadly deceived and disappointed, the American School Furniture Co. has called to its assistance men of experience in these lines of manufacture, who have, first of all, considered and accepted nothing but the very best that the skilled manufacturer can produce or the reliable market afford. Merit, quality, practicability and adaptability have been the test points applied to each and every article selected and catalogued. It is expected that school officers and purchasers of supplies and apparatus in general will prefer to deal with manufacturers who are thoroughly reliable and who are most willing to be responsible for the character and quality of the goods they send out on order. Reliability, consistent prices, and fair dealings are safeguards which every intelligent school officer who is interested in the matter of making purchases for schools, seeks.

Orders sent direct to the American School Furniture Co., New York or Chicago, will receive prompt and careful attention. A complete catalogue of school apparatus and supplies will be sent prospective purchasers on application.

The Chandler School Furniture Works of Boston have just secured an order for about 1,000 of their adjustable chair desks from the city of Cambridge, Mass.

The Chandler School Furniture Works were the successful bidders of school desks at Taunton, Mass., where they secured an order for several hundred desks.

The American School Furniture Co. have been awarded contract for school desks at Groton, Vt.

The Chandler Adjustable Chair and Desk Works were the successful bidders of school furniture at Sandersville, Mass.

The school connected with the Notre Dame church, Fall River, Mass., is to be seated with desks made at the Grand Rapids School Furniture Works. The church people examined all the principal school desks made and were united in favor of the Grand Rapids desks.

In awarding contract for school desks, the school board of Morrisville, Vt., after carefully considering the matter, reached a verdict in favor of ball-bearing automatic desks made at Grand Rapids School Furniture Works, and placed their order with that company.

The school board of Suffern, N. Y., awarded their contract for school desks to the American School Furniture Co.

## PLASTIC ARTS



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8-12 Newcomb Street. }

After carefully considering the many bids for furnishing school desks, the school board of Fonda placed their order with the Grand Rapids School Furniture Works for the ball-bearing automatic desks made by that concern.

The school board of Ithaca, N. Y., have just placed an order for school desks with the American School Furniture Co.

Contract for school desks at North Sheldon, Vt., has just been awarded to American School Furniture Co.

The school board of Utica, N. Y., have placed their order for school furniture with the American School Furniture Co.

At Perth Amboy, N. J., there was a very spirited fight for the school desk contract, amounting to several hundred desks. After careful examination of the different desks made and propositions submitted by the different companies, the school board unanimously awarded contract to the American School Furniture Co.

At Newark, N. J., the school board awarded contract for school furniture to the American School Furniture Co. The order amounted in the neighborhood of 580 desks.

The school board of Washington, Pa., has purchased about 100 Regal desks manufactured by the Cleveland School Furniture Works, Cleveland, O.

The Thomas Kane & Co. Works were the successful bidders of school furniture at Charle-roy, Pa.

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# A Tonic

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The most efficient remedy known for the relief of **languor** and **exhaustion**, so common in the spring and summer months.

Taken after exhaustive illness it acts as a wholesome tonic, giving renewed strength and vigor to the entire system.

Taken before retiring, quiets the nerves and induces refreshing sleep.

Sold by Druggists.

Genuine bears name HORSFORD'S on wrappers.

### Graduation.

Caller—You graduated at the Studihard college, didn't you?

Miss de Style—Yes, but I wouldn't advise anybody else to go there.

Caller—I heard that it was a fine institution.

Miss de Style—On the contrary, it is miserably managed. Why, on graduation day I was compelled to appear in a plain white dress, not a bit better than those worn by the poverty-stricken creatures who took all the prizes.

### The Tables Turned.

Hix (member school board)—The superintendent tells me he has met with serious reverses recently.

Dix (also a member of the board)—Sorry to hear that. How much did he lose?

Hix—Only his freedom.

Dix—Why, what do you mean by that?

Hix—You know he married his stenographer.

Dix—But where do the reverses come in?

Hix—She dictates to him now.



"My graduation essay will be just dreadful."

"Why do you think so, Ethel?"

"Well, Aunt Jane wanted to help me, so I am letting her write it while ma and I worry about my gown."

"I don't understand this money question at all," said the professor's wife, lying down her paper: "why are the silverites opposed to gold standard?" "Well," explained the professor, "you know that money talks." "Yes." "And you have doubtless heard that silence is golden."

"Of course. How stupid of me."



### The Force of Habit.

Professor (who has had the Trojan statue pointed out to him)—Thank you! You may be seated.

A teacher in one of the higher educational institutions says that it is a time-honored custom among the pupils to enjoy themselves during school hours by passing notes, one to the other, for no important or particularly objectionable purpose except of "having a good time." "I don't for the life of me see," he said, "what they see so attractive in this illicit post-office department, but they're as keen writing notes as can be. What do they say? Oh, some such important thing as 'Think it's going to rain today?' or 'What about going to the football game Saturday?' or some such matter, but they're forever at it. Stop it! Impossible. Why, I'd a good deal rather pass the notes myself than have any row about it. Poor discipline, you say? Well, I'm not bothering my head about that. It's curious, though, to watch the expert fashion in which these youngsters dispatch their notes from one end of the room to the other. No, there isn't any harm done beyond the loss of attention to study. I spoke about it once to one of the parents and the answer I got was hardly reassuring. When she was at school, she said, she was everlastingly doing the same thing. So, there you are."

Robert Collyer once said:

"A Man's Best Friends Are His Ten Fingers."

Now if you put in those fingers a **DIXON PENCIL**, the holder is armed and equipped against all the trials that can possibly arise, either in the school-room or out of it.

Send 16 cts. in stamps for a practical illustration of this fact.

**JOSEPH DIXON CRUCIBLE CO.,**

Jersey City, N. J.

### The Result of Rash Promises.

"I'm all broke up!"

"Has she jilted you?"

"Jilted me! Here are letters from six girls to whom I promised graduating presents."

### At the Commencement Exercises.

School Director (confusedly)—Really, children, I don't know what to talk about.

His Colleague (in a whisper)—John, talk about a minute, and then quit.

### Doubtless a Graduate.

Weary Willie—Wonder where Slouchy Slo-cum ever got dat Harvard college diploma dat he carries around in his pocket? Do yer t'ink he stole it?

Sandy Saunders—W'y, no; from de vacuity uv his conversation I t'ink he must hev graduated from Harvard an' got it natural. He ain't bright enough ter get it any other way.—Judge.

### The Difference.

Miss Grammar—What's the difference between wit and humor?

Miss Primer—If a man says humorous things about you, it makes you laugh; if he says witty things about you, it makes you mad.

Son—Pa, is a diplomat a man who knows how to hold his tongue?

Father—No, my boy; a diplomat is a man who knows how to hold his job.

Member School Board—What a racket the steam makes, clanking through the pipes!

Teacher (shiveringly)—Yes. It reminds me of one of Shakespeare's plays.

Member School Board—"The Tempest?"

Teacher—"Much Ado About Nothing."

The Professor—Your friend is one of the smart set, isn't she?

"How did you guess?"

"Because her information about matters of no consequence is invariably correct and invariably incorrect about everything of real value."

Teacher—Describe a savage.

Johnny—The savage is black and wears only a rag. Sometimes he has a feather stuck in his hair.



### An Insinuation.

Walker Round—That's a nice house up the road; let's git somethin' to eat in there.

Old Hand—Not at all, my boy. The lady w'at runs it keeps a cookin' school.

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## School Board Journal



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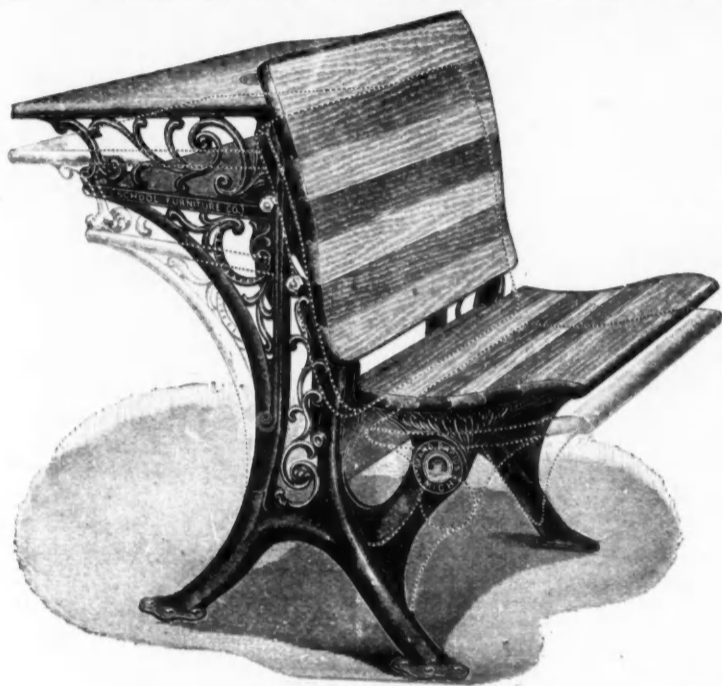
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# IF

All you can see in a school desk is a lot of wood and iron thrown together in the cheapest possible manner and sold at a price below that of any other;

If you don't care how uncomfortable or inconvenient desks may be to pupils occupying them;

If you have no regard for the physical well-being or future development of the pupils attending your schools;

If you think the style of school desks used when you or your father attended school are good enough for to-day;

## DO NOT WRITE US

# BUT

If you are willing to acknowledge that the world moves and we move with it;

If you are anxious to improve your schools and make them more attractive and comfortable for the pupils;

If you are interested in the health and future well-being of the rising generation;

THEN WE SHOULD LIKE TO DISCUSS THE SUBJECT OF ADJUSTABLE SCHOOL DESKS WITH YOU.

The United States Government recently purchased over one hundred thousand school desks for the schools of Cuba and everyone of them was of the Combination adjustable style. Does this suggest anything to you?

Of all Combination Adjustable School Desks made,

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Is by far the best, and we can prove it to you if given an opportunity. Why not investigate the subject of adjustable desks. We will gladly send you literature bearing on this subject.

Don't forget that the kind of Adjustable Desks to buy if you desire complete satisfaction are made only at

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Rolfe's Shakespeare the Boy... H&Bros  
Swinton's Studies... H&Bros  
Johnson's Lit. Crit... H&Bros  
Robertson's Hist. of... H&Bros  
Phillips' Manual... H&Bros  
Richardson's Amer... H&Bros  
Masterpieces Brit. Lit... H&Bros  
Riverside Series... H&Bros  
Masterpieces Am. Lit... H&Bros  
Modern Classics... H&Bros  
American Poems... H&Bros  
American Prose... H&Bros  
Ics, 27 Vols... LG&Co  
Higginson's Am. Auth... LG&Co  
Longman's Eng. Lit... LG&Co  
Arnold's Manual of... LG&Co  
Higginson & Channing... LG&Co  
Maynard's Series... MM&Co  
Kellogg's on... MM&Co  
Brooks'... MacCo  
Bates' Am. Lit... MacCo  
Carpenter's Am. Prose... MacCo  
George's Chancer to... MacCo  
Arnold... MacCo  
The Silver Series... SB&Co  
Pattee's His. Am. Lit... SB&Co  
Tappan's Topical Notes on Am. Authors... SB&Co  
Baldwin's Select... SB&Co  
Sprague's Studies in... SB&Co  
Maerz's New Method... SB&Co  
Shaw's Series... BS&Co  
" New History of Eng. and Am. Lit... BS&Co  
The Great Writers... BS&Co  
Tyler's Manual of... BS&Co  
Longman's Eng. Class... BS&Co  
Chittenden's Ele... SF&Co  
Lloyd's Little Folks... SF&Co  
Lake's Eng. Classics... SF&Co  
Choice Readings... BS&Co  
Sel. from Am. Auth... BS&Co  
Sheldon's Readers... UPCo  
Golden Rod Books... UPCo  
Standard Lit. Series... UPCo  
Johnston & Brown's... UPCo  
Heath's Classics... DCH&Co  
Melcklejohn's His. of England... DCH&Co  
Carson's Browning... DCH&Co  
" Shakespeare... DCH&Co  
Orden Shakespeare... DCH&Co  
Hauthorne & Lemmon's Am. Lit... DCH&Co  
Heart of Oak Book... DCH&Co

**Elocution.**  
Kidd's... ABCo  
Burrell's Clear Speaking and Good Reading... LG&Co  
Bailey's Essen. of Reading... BS&Co  
Smith's Reading and Speaking... DCH&Co

**French.**  
Sym's... ABCo  
Muzzarelli's... ABCo  
De Firas' Elementary... ABCo  
Dreyfuss'... ABCo  
Duffet's Method... CSco  
Magill's Readers... CSco  
Longman's Gram... LG&Co  
" Composition... LG&Co  
Episodes from Modern Authors... LG&Co  
Magnat's Course... MacCo  
Kroeh's... MacCo  
LeRow's Prac. Read... MM&Co  
Keeteles' Gram & Read... MM&Co  
Maynard's Texts... MM&Co  
Elementary French... MM&Co  
La France... MM&Co  
Anecdotes Nouvelles... MM&Co  
Colloquial Conver... IP&Sons  
Les Prosateurs Fran... IP&Sons  
La Francata Pratigue... IP&Sons  
Ils. First Reader and Grammar... LG&Co  
Ils. Second Reader and Grammar... LG&Co  
Ils. First Conversational Reader... LG&Co

**Geographies.**  
Natural Elementary... ABCo  
" Advance... ABCo  
Harper's (2)... ABCo  
Barnes' (2)... ABCo  
Swinton's (2)... ABCo  
Eclectic (2)... ABCo  
Frye's... G&Co  
Longman's... LG&Co  
Chisholm's... LG&Co  
Tarr's Phy... MacCo  
Modern Series... S&Co  
Maury's... UPCo  
Werner... WSBCo  
Inductive Geography... PPCo  
Redway's Geography of New York State... PPCo

**Geometry and Trig.**  
White's Series... ABCo  
Eclectic School... ABCo  
Nichols'... LG&Co  
Crockett's Trig... ABCo  
Ray's Series... ABCo  
Robinson's New G. & T... ABCo  
Schuyler's Elements... ABCo  
Stewart's Plane and Solid... ABCo  
Schuyler's Trigonometry... ABCo  
Brooks' Plane and Solid... CSco  
" P. & S. Trig... CSco  
Baker's Geom... G&Co  
Hill's... G&Co  
Wentworth's... G&Co  
Phillips & Strong's Trig... H&Bros  
Gore's Plane & Solid... LG&Co  
Estill's... LG&Co  
Noelting's Elements of Edwards' Geom... MacCo  
Lock-Miller's Trig... MacCo  
Loney's Trig... MacCo  
Bradbury's Ele. Plane... TB&Co  
" Trig... TB&Co  
" Geom. & Trig... TB&Co  
" Acad. Plane... TB&Co  
" Acad. P. & S... TB&Co  
" Trig. & Survey... TB&Co  
Venable's... UPCo  
Wells' Series... DCH&Co  
Bower's Series... DCH&Co  
Hunt's Gram. School Geometry... DCH&Co  
Waldo's Descriptive Geometry... DCH&Co  
Murray's... LG&Co

**German.**  
Keller's Series... ABCo  
Adler's Pro. Ger. Read... ABCo  
Dreyfuss' Series... ABCo  
David's Easy Stories... LG&Co  
Longman's Grammar... LG&Co  
" Composition... LG&Co  
Gems of Literature... MCo  
Macmillan's Series... MacCo  
Maynard's Texts... MM&Co  
Neue Anekdoten... MM&Co  
Deutschland und die Deutschen... MM&Co  
Beginner's... IP&Sons  
Colloquial Conver... IP&Sons  
Pitman's Practical... IP&Sons  
Sawyer's Grammar... SB&Co  
Manual... SB&Co  
Knoffoch's Ger. Simp... UPCo  
Martin's Series... WSBCo  
Joyne-Meissner's Gram... DCH&Co  
Harris' Ger. Lessons... DCH&Co  
Heath's Series... DCH&Co  
" Dictionary... DCH&Co  
Guerber's Maerchen... DCH&Co  
Ils. First Reader and Grammar... LG&Co  
Althaus' Grammar... LG&Co  
Berensford-Webb's Gram... LG&Co

**Geology.**  
Le Contes... ABCo  
Andrews' Element... ABCo  
Nicholson's... ABCo  
Steele's... ABCo  
Geographical Portfol... CSSCo  
Hand Book—Prac... CSSCo  
Gove's... CSSCo  
Le Conte's Ele... DA&Co  
Lyell's Princ... DA&Co  
Tarr's Elements... MacCo  
Scott's Introduction... MacCo  
Shaler's First B. IndCH&Co

**Grammar.**  
(See Language & Grammar.)

**Greek.**  
Jebb's Literature... ABCo  
Gladstone's Homer... ABCo  
Coy's First Reader... ABCo  
" For Beginners... ABCo  
Crosby's Lessons... ABCo  
Hadley & Allen's... ABCo  
Harkness' First... ABCo  
Harper & Water's In... ABCo  
Greek Testament... DMCK  
Hahn's Novum Test... DA&Co  
Goodwin's Gram... G&Co  
White's First Les... G&Co  
Ritchie's... LG&Co  
Arnold's Prose Comp... LG&Co  
Boise-Pattengill's First Les. in Greek... SF&Co  
Jones' Prose Comp... SF&Co

**Histories.**  
Eggleston's Am... ABCo  
McMaster's U. S... ABCo  
Barnes (8)... ABCo  
Eggleston's (2)... ABCo  
Eclectic (2)... ABCo  
Guerber's English... ABCo  
Swinton's... ABCo  
Ridpath... CSS  
Andrews' U. S... CSS  
Adams'... CSS  
Burgess'... CSS  
Gordy's U. S... CSS  
Johnston's U. S... CSS  
Oxford Man. of Eng... CSS  
Guizot's Civil... DA&Co  
Sewall's Rome... DA&Co  
Kroecker's Germany... DA&Co  
Cooke's England... DA&Co  
Sewell's Greek... DA&Co  
Channing & Hart's... G&Co  
Montgomery's... G&Co  
Myers'... G&Co  
Flak's U. S... HM&Co  
Hill's U. S... HM&Co

**Epoch of America... LG&Co**  
Alma Holman Burton's... MCo  
Oman's Greece... LG&Co  
How & Leigh's Rome... LG&Co  
Higginson's U. S... LG&Co  
Gardiner's Stud. Eng... LG&Co  
Ransome's England... LG&Co  
History of Americans... LG&Co  
Robinson's Rome... LG&Co  
Anderson's U. S... MM&Co  
" England... MM&Co  
" France... MM&Co  
Leighton's Rome... MM&Co  
Channing's U. S... MacCo  
Shuckburg's Rome... MacCo  
Botsford's Greece... MacCo  
Robinson's Greece... MacCo  
Scudder's His. of U. S... S&Co  
Stone's England... TB&Co  
Hansell's School... UPCo  
" Higher... UPCo  
Jones'... WSBCo  
Evans'... WSBCo  
Ellis'... WSBCo  
Burton's Our Country... WSBCo  
Clement's Hist. Egypt... LPCo  
Douglas' His. of China... LPCo  
Young Folks History of Mexico... LPCo  
Smith's Manual of U. S. History... PPCo  
Thomas' U. S... DCH&Co  
Sheldon's U. S... DCH&Co  
" General... DCH&Co  
" Grk. and Rom... DCH&Co  
McLaughlin's The Am. Nation... DA&Co

**Italian.**  
Without a Master... DMCK  
Hugo's Method... IP&S  
Grandgent's Gram... DCH&Co  
Bowen's Reader... DCH&Co

**Language and Grammar.**  
Patterson's Word B... ABCo  
Metcalf's Ele. Eng... ABCo  
" Eng. Grammar... ABCo  
Maxwell Series... CSco  
Welsh's... CSco  
Corbett's Eng... DA&Co  
Irish's Orth. & Orthocopy... FVI  
Pitman's French... IP&S  
Longman's... LG&Co  
Reed & Kellogg's... MM&Co  
Reed's Introductory... MM&Co  
Kellogg & Reed's Word Building... MM&Co  
Carpenter's Gram... MacCo  
Davenport & Emerson's Gram... MacCo  
Sheldon's Prim. Language Lessons... BS&Co  
Patterson's Elem. of Gram. & Comp... BS&Co  
DeGarmo Lang. Ser... WSBCo  
Essentials of English Grammar... PPCo  
Supplementary Lessons in English... PPCo  
Atwood's Language Tablets... PPCo  
Analysis and Parsing... PPCo  
Iyde's Eng... DCH&Co  
Eng. Gram... DCH&Co  
Welcklejohn's Eng. Gr... DCH&Co

**Law—Commercial.**  
Clark's... MM&Co  
New Commercial... W&R  
Weed's Business... DCH&Co  
Thompson's Manual... DCH&Co  
Training... DCH&Co  
Woodward's Manual... DCH&Co  
Seldel's Indus. Inst... DCH&Co

**Latin.**  
"kness' Series... ABCo  
Bennett's Cicero... BH&Co  
Clark's Eutropius... BH&Co  
Cowles' Terence... BH&Co  
Daniell's New L. Com... BH&Co  
" Prose Comp... BH&Co  
Dodge, The Private Life of the Rom... BH&Co  
Elmer's Terence Phor... BH&Co  
Flagg's Lives of Nepos... BH&Co  
Fowler, First Book in... BH&Co  
Fowler's Plantus, Men... BH&Co  
Harrington & Tolman's Gr. & Rom. Mythology... BH&Co  
Herbermann's Sallust, Catiline... BH&Co  
Hopkins' Tacitus... BH&Co  
Kiepert's Class. Atlas... BH&Co  
Kirkland's Horace, Satires and Epils... BH&Co  
Lindsay's Sight Slips in Latin... BH&Co  
Lord's Livy, Series... BH&Co  
Miller's Latin Comp... BH&Co  
Owen's Cicero... BH&Co  
Platner's Pliny... BH&Co  
Allen & Greenough's... G&Co  
Latin Literature of the Empire... G&Co  
Ritchie's First Steps... LG&Co  
" Latin Prose Com... LG&Co  
" Easy Continuous Latin Prose... LG&Co  
Morris' Ele. Latina... LG&Co  
Ils. First Reader and Grammar... LG&Co  
St. Clair' Caesar... LG&Co

**Shortest Road to Caesar... MCo**  
Creighton's... MacCo  
Intercollegiate Ser... SF&Co  
Jones' Lessons... SF&Co  
" Prose... SF&Co  
Riggs' in Latinum... SF&Co  
Gildersleeve's Series... UPCo  
White's Dict... H&N  
Classic Texts... H&N

**Letter Writing.**  
A Manual... H&N

**Literature.**  
(See English Literature.)

**Manual Training.**  
McArthur's Man. Ind... DA&Co  
Banner's Sewing... LG&Co  
Hewitt's, 2 Vols... LG&Co  
Unwin's Clay Modellg... LG&Co

**Mental Science.**  
Orton's... H&Bros  
Brown's Ethics... H&Bros  
" Theism... H&Bros  
" Th. and Know... H&Bros  
" Metaphysics... H&Bros  
Dexter's & Garlick's Psychology... LG&Co  
Fitchener's Psych... MacCo  
Bain's Mental... ABCo  
Hewitt's Psychology... ABCo  
Schuyler's Psychology... CSS  
Robertson's Ele. of... CSS  
Minto's Logic... CSS  
Muirhead Eth. Ele. of Hyslop's Ele. of Eth... CSS  
Baker's Ele. Psych... MM&Co  
Gordy's New Psych... H&N  
Sanford's Psych... DCH&Co  
Compayre's Psych... DCH&Co  
Herbart's Psychology... DCH&Co

**Moral Science.**  
Gow Good Morals... ABCo  
Hume's Essays, 2 Vol... LG&Co  
" Human Nature, 2 Vols... LG&Co  
Kant's Ethics... LG&Co  
" Meta. of Ethics... LG&Co  
Bain's Moral... ABCo  
McKenzie's Ethics... H&N

**Music.**  
Natural Series... ABCo  
Stevenson Song Book... CSS  
Field-DeKoven S. Book... CSS  
Educational... G&Co  
Riverside Song Book... HM&Co  
Russell's Vocal Culture... HM&Co  
Zuchtmann's Charts... KRCo  
" Readers... KRCo  
American System... KRCo  
Bertenshaw's Method... LG&Co  
Brewer & Reddall... MM&Co  
Ideal Chart... MM&Co  
" System... MM&Co  
Modern Series... SF&Co  
Crown of Song... WSBCo  
Green's... WSBCo  
Whiting's Series... DCH&Co  
Hart's Class. Reader... DCH&Co  
Whiting's Y. P. Song Book... DCH&Co  
Emerson's Hymnal... DCH&Co

**Mythology.**  
Bulfinch's Age of Fable... DMCK  
Skinner's Readings in Folk Lore... ABCo  
Guerber's... ABCo  
Murray's Manual of DMCK  
Beren's... MM&Co

**Natural Science.**  
Treat's Home Studies... ABCo  
Buckley's Short His... DA&Co  
Beddard's Zoology... LG&Co  
Griffin's Philosophy... CSco  
Nature's Byways... MCo  
Bailey's Physics... DCH&Co  
Guides for Teaching... DCH&Co  
Rick's Natural His... DCH&Co  
Rice's Teaching... DCH&Co  
Spear's Leaves and Flowers... DCH&Co  
Scott's Nature Study... DCH&Co

**Oratory.**  
Webster's Bunker Hill... LG&Co  
Briefs for Debate... LG&Co  
Follett's Speaker... LG&Co  
Smith's Reading and Speaking... DCH&Co

**Intellectual and Moral Philosophy.**  
Haven's Ment. Phil... BS&Co  
Wayland's Intel. Phil... BS&Co  
Fairchild's Moral Sci... BS&Co  
Hopkins' Moral Science... BS&Co

**Pedagogics.**  
Hewett's... ABCo  
Shoup's... ABCo  
White Ele. of... CSS  
Herbart's... CSS  
Butler's... CSS  
International Ed. Ser... DA&Co  
Johann's Prim. Teach... DA&Co  
" Ing... DA&Co  
Baldwin's Art of Sch... DA&Co  
" Man... DA&Co  
Harris' Psychologie... DA&Co  
Foundations Ed... DA&Co

# School Board Journal

## A Western Author.

MISS LIZZIE E. WOOSTER, OF TOPEKA, KANSAS.

Few writers of the great West have attained the prominence as a school book author now enjoyed by Miss Lizzie E. Wooster, of Topeka, Kas. Her prominence is not due so much to the quantity as it is to the quality of her work. She began with the idea that the school books used in the western states should breathe a western atmosphere. The interesting phases of western life and western scenes received recognition at her hands, while she aimed to meet the more peculiar wants of western conditions. Her works contain a definite plan, are based upon actual school room experience and within pedagogical lines.

Miss Wooster is an energetic lady who is not only a keen observer within lines of educational progress, but who zealously fosters the interests of her publishers as well.

She recently received an offer of \$5,000 per annum from an Eastern publishing house. This she declined, however, since she has determined to pursue her work in the West.

Miss Wooster was for eight years connected with the public schools and normal university at Salina, Kas. She has also instructed in the county institutes of the state. One summer she made educational addresses in thirty-six institutes. She did some special work in the Kansas City, Mo., schools in 1897. In the fall of 1897 she arranged the work and put in the Teachers' Training department in the Territory normal school at Edmond, O. T.

She has reviewed and graded school book manuscript for different publishing houses in Chicago. Has also written for a number of educational papers. In 1896 a Topeka house published her "Reading Chart," "Reading Boxes" and "Number Boxes." In 1898 they published her "Primer." Her primer was adopted by the Kansas state text book commission for use in the schools of Kansas. It was adopted by the Territory of New Mexico for use in the schools and was adopted for use in the schools of the city of San Francisco. The United States government has also listed her books for the Indian schools. It has also had numerous other city adoptions.

Her primary recitations is just out of the press, and Miss Wooster has three arithmetics in the hands of the publishers. Her latest suc-

cess is the adoption by the government of her "Reading Chart," "Reading Boxes" and "Number Boxes," also "Primer," for use in all of the Indian schools of the United States.

Miss Wooster is a native of Ohio, and a descendant of General David Wooster, of the Revolution days. The city of Wooster, O., and the Wooster university were named in honor of her ancestors. Miss Wooster is a descendant of Edward Worcester, who in 1652 came from Worcestershire, England, to Massachusetts and founded the city of Worcester, Mass. The family quarreled and a brother went to Connecticut and later his descendants to Ohio and New York. Miss Wooster, in a mirthful way, says that she belongs to the quarrelsome branch.

## THE NATIONAL HERBERT SOCIETY.

The National Herbert Society is being reorganized, and for this reason the publication of the next year book of the society will probably be postponed until the reorganization is effected.

The following are some of the features under consideration:

1. Purpose: The Scientific Study of Education.
2. Active Membership: A relatively small number of active members, who shall elect the officers and conduct the business of the society. The chief qualification for active membership shall be the possession of time, ability and inclination to undertake serious scientific study of educational problems.
3. Associate Membership: A large number of associate members, organized whenever practicable into study clubs, who, upon the payment of a small annual fee, shall be entitled to receive the publications of the society and to attend all its meetings.
4. Publications: The publication, in year books and supplements, of the result of scientific study by the active and associate members, when approved by a committee on publication appointed by the active members.
5. Self-Election to Active Membership: An arrangement whereby an associate member may become an active member when there is a vacancy by tendering to the society for publication a dissertation showing adequate study of some problem in education.

Some school boards are providing against extravagance in graduating dress, by adapting the

## DESERVES IT.

Remarkable Success of a New Treatment for Piles.

For many years it has been supposed that the only absolute sure cure for piles was by surgical operation, but the danger of life and the pain and expense has been so great that many thousands suffer for years rather than submit to this last resort; or they seek the temporary relief in the many remedies claimed to relieve piles and rectal troubles, salves, ointments and similar simple remedies which give only slight and very temporary relief.

A new preparation which is painless and harmless, but which affords immediate relief and in many cases a complete cure in a very short time, is sold by druggists under the name of Pyramid Pile Cure.

It is in suppository form used at night and its regular use has cured thousands of obstinate, long standing cases, and it seems to be equally effective in all the various forms of piles, whether itching, bleeding or protruding.

The Pyramid Pile Cure allays the inflammation and intolerable itching, reduces the tumors and its astringent properties cause the enlarged blood vessels to contract to a normal, healthy condition.

A Baltimore gentleman relates his experience with the Pyramid Pile Cure in these words:

"It affords me unusual pleasure to add my endorsement to those of others relative to your really wonderful pile remedy. I was a sufferer for years until told by a fellow salesman of the Pyramid Pile Cure. It has entirely cured me and I cheerfully send this for publication if you wish to use it in that direction. I wish you would send me one of your little books on cause and cure of piles, I desire to show it to some friends."

Any pile sufferer may use the Pyramid with certainty that it will give instant relief and regular use a permanent cure and the still further certainty that it contains no cocaine, morphine or metallic or mineral poison.

All druggists sell Pyramid Pile Cure, 50 cents for full sized treatment.

Oxford cap and gown for the graduating class. The uniforms are owned by the board and will be kept for succeeding classes. Graduation thus loses one of its terrors for some, and one of its charms for others.

French Without a Master.....DMcK	Day's Elements of.....ABCo
Compayre's His. of.DCH&Co	Schuyler's Prin. of.....ABCo
Heath's Pedagogical Library.....	Mill's System.....DA&Co
Hall's How to Teach.....	Davis' Series.....H&Bros
Barnett's Teaching and Organization.....LG&Co	Bowne's Series.....
Garlick's Manual of Methods.....	Mills' System.....LG&Co
Beale's Work & Play.....	Phonetic Reader.
Salmon's Art of Teach.....	C. W. Dean's.....MCo
Barnett Common Series in Education and Teach.....	Riley's New Phonic Primer.....PPCo
Hallech's Ed. Nerv. Sys.MCo	Physic or Natural Philosophy.
Arnold's.....	Appleton's School.....ABCo
Mistakes in Teach.....H&N	Cooley's Series.....
Page's.....	Steele's Popular.....
	Trowbridge's New.....
	Well's Nat. Phil.....
	Britton's.....CSS
	Grant's.....
	Dana's.....
	Mills'.....
	Storer's.....
	Thompson's.....
	Deschanel's N. Phil.DA&Co
	Dolbear's First Prim.TB&Co
	Wentworth & Hill's.....
	Hopkins' PreparatoryLG&Co
	Watson's Practical.....
	Wright's.....
	Glazebrook & Shaw's.....
	Practical.....
	Watson's Advanced.....
	Balfour-Stewart's.....MacCo
	Nichols'.....
	Shaw's.....MM&Co
	Avery's.....BS&Co
	Grifford's Elements.TB&Co
	Chute's Lab. Man.DCH&Co
	Physic.....
	Whiting's Physical Measurement.....
	Galley's Ele. Physic.....
	Physiology and Hygie.....
	Overton's Series.....ABCo
Bain's.....ABCo	
Day's.....	

Smith's Primer.....	Collard's.....MM&Co
Child's Health Primer.....	Baldwin's.....ABCo
Kellogg's First Book.....	Harper Series.....
The Teacher's Manual.CSSH	Swinton Series.....
Barnett's Making of the Body.....LG&Co	Barnes Series.....
Blaisdell's.....LG&Co	Appleton Series.....
Ferneaux's Phys.....LG&Co	McGuffey Series.....
Thornton's Phys.....	Sheldon's Series.....BS&Co
Moore's Phys.....	New Franklin Series.....
Hutchinson's Series.....MM&Co	Davis'.....UPCo
Willard & Smith Stand.MCo	Holmes'.....
Easy Exp. in.....MCo	Pollard Series.....WPH
Foster & Shore.....MacCo	New Normal.....WSBCo
Gifford's Elementary.TB&Co	Columbian.....
Dunglison's.....WSBCo	New Script Primer.....PPCo
Colton's.....DCH&Co	Vertical Script Prim.....
Briefer.....	New Phonic Primer.....
	Wake-Robin Series of PPCo
	Biography, 3 Vols.....PPCo
	Stories of Starland.....
	Heart of Oak.....DCH&Co
	Wright's Seaside and Wayside.....
	Shorthand.
	Isaac Pitman's Comp.IP&S
	Instructor.....
	Isaac Pitman's Phono. Dic.....
	Spanish Phonography.IP&S
	Spanish.
	De Torno's Method.DA&Co
	Ollendorf's Method.....
	Pitman's Pract. Spanish Grammar.....IP&Sons
	Spanish Without a Master.....DMcK
	Knoffach's Span. Simp.UPCo
	Edgren's Gram.....DCH&Co
	Matzke's Reader.....
	Spellers.
	Rice's Series.....ABCo
	Beitzel's Word Build.CSCo
	Graves'.....G&Co
Longman's "Ship" LitLG&Co	
"Supplement" Fairy.....	
"Infant Fairy.....	
"Ship" Historic'l.....	
Cyr Series.....G&Co	

Reed-Word Lessons.MM&Co	Reed-Word Lessons.MM&Co
Morse Speller.....MCo	Morse Speller.....MCo
Benedict's.....MCo	Benedict's.....MCo
New Speller.....H&N	New Speller.....H&N
Gem Spelling Blanks.PL&Co	Gem Spelling Blanks.PL&Co
De Vere's Grammar.....	De Vere's Grammar.....
Student's.....SF&Co	Student's.....SF&Co
Sheldon's Word StudiesS&Co	Sheldon's Word StudiesS&Co
Patterson's Com. School Speller.....	Patterson's Com. School Speller.....
Holmes' Elementary.....UPCo	Holmes' Elementary.....UPCo
Hansell's Primary.....	Hansell's Primary.....
Pollard Speller.....WPH	Pollard Speller.....WPH
Columbian.....WSBCo	Columbian.....WSBCo
Seventy Lessons.....W&R	Seventy Lessons.....W&R
Classic Speller, 2 Nos.PPCo	Classic Speller, 2 Nos.PPCo
Student's Standard Speller.....	Student's Standard Speller.....
Sever's.....DCH&Co	Sever's.....DCH&Co
Penniman's Com. Words.....	Penniman's Com. Words.....
Difficult to Spell.....	Difficult to Spell.....
Benson's.....	Benson's.....
School Records.	School Records.
Smith's Register.....H&N	Smith's Register.....H&N
Translations.	Translations.
Literal of the Classics.DMcK	Literal of the Classics.DMcK
Interlinear of.....	Interlinear of.....
Classical Library.....H&Bros	Classical Library.....H&Bros
Handy (75 vols.).....H&N	Handy (75 vols.).....H&N
Writing.	Writing.
Standard Vertical.....CSCo	Standard Vertical.....CSCo
Popular System.....	Popular System.....
Shayler's System.....G&Co	Shayler's System.....G&Co
Merrill's.....MM&Co	Merrill's.....MM&Co
Zoology.	Zoology.
Burnet's.....ABCo	Burnet's.....ABCo
Holder's Elementary.....	Holder's Elementary.....
Morse's First Book in.....	Morse's First Book in.....
Steele's Series.....	Steele's Series.....
Johannot's Series.....BS&Co	Johannot's Series.....BS&Co
Nicholson's Manual.DA&Co	Nicholson's Manual.DA&Co
Beddard's.....LG&Co	Beddard's.....LG&Co
Colton's.....DCH&Co	Colton's.....DCH&Co

## ABBREVIATIONS.

American Book Co.....ABCo	American Book Co.....ABCo
Appleton & Co., D.....DA&Co	Appleton & Co., D.....DA&Co
Butler, Sheldon & Co.BS&Co	Butler, Sheldon & Co.BS&Co
Central Sch. Sup. H.....CSSH	Central Sch. Sup. H.....CSSH
Charles Scribner's Sons.....CSS	Charles Scribner's Sons.....CSS
Ellsworth Co., The.....ECo	Ellsworth Co., The.....ECo
Ginn & Co.....G&Co	Ginn & Co.....G&Co
Harper & Brothers.....H&Bros	Harper & Brothers.....H&Bros
Heath, D. C., & Co.DCH&Co	Heath, D. C., & Co.DCH&Co
Hinds & Noble.....H&N	Hinds & Noble.....H&N
Houghton, Mifflin & Co.....	Houghton, Mifflin & Co.....
Irish, Frank V.....FV	Irish, Frank V.....FV
King, Richardson & Co.....	King, Richardson & Co.....
Longmans, Green & Co.....LG&Co	Longmans, Green & Co.....LG&Co
Maynard, Merrill & Co.....	Maynard, Merrill & Co.....
Merriam, G. & C. Co.G&C&Co	Merriam, G. & C. Co.G&C&Co
Morse Co., The.....TMCo	Morse Co., The.....TMCo
Macmillan Co.....MacCo	Macmillan Co.....MacCo
Pitman & Sons, Isaac.....	Pitman & Sons, Isaac.....
Potter & Putnam Co.....PPCo	Potter & Putnam Co.....PPCo
Prac. Text Book Co., F.T.B.Co	Prac. Text Book Co., F.T.B.Co
Prang Educational Co.PECo	Prang Educational Co.PECo
Powers, O. M.....OMP	Powers, O. M.....OMP
R. L. Meyers & Co.....M&Co	R. L. Meyers & Co.....M&Co
Sanborn & Co., B. H.BH&Co	Sanborn & Co., B. H.BH&Co
Smith Pub. Co., H. P.....	Smith Pub. Co., H. P.....
Scott, Foresman & Co.SF&Co	Scott, Foresman & Co.SF&Co
Sower Co., Christopher.CSCo	Sower Co., Christopher.CSCo
Thompson, Brown & Co.....	Thompson, Brown & Co.....
University Pub. Co.....UPCo	University Pub. Co.....UPCo
Western Pub. House.....WPH	Western Pub. House.....WPH
Williams & Rogers.....W&R	Williams & Rogers.....W&R
Werner School Book Co.....	Werner School Book Co.....
Lothrop Publishing Co.LPCo	Lothrop Publishing Co.LPCo

## School Board President's Duties.

(Concluded from page 4.)

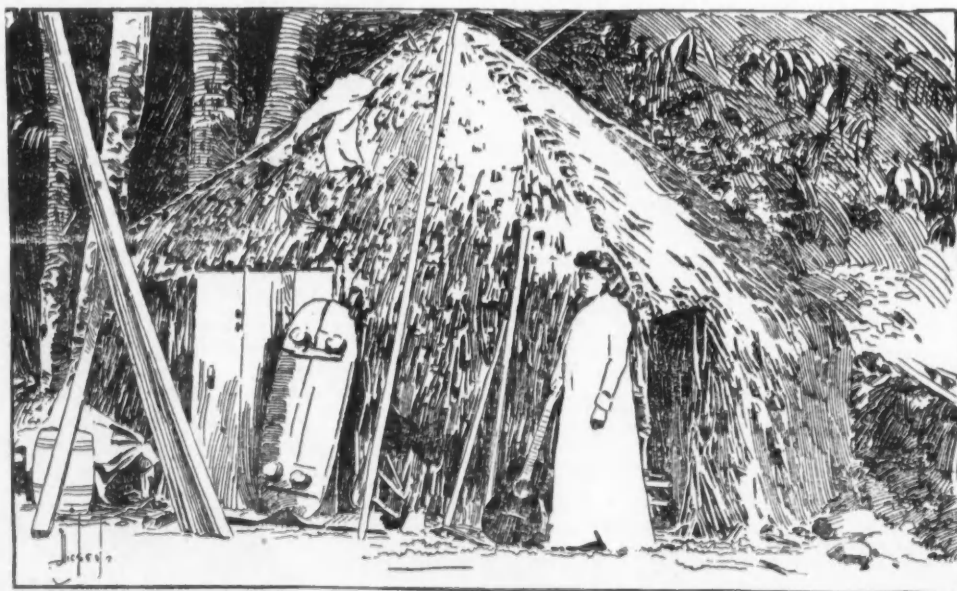
the fault of errors committed cannot be brought home and remedied unless some one is charged with the responsibility for doing certain things. I am free to admit that in my judgment still better results could be reached were the appointment of teachers placed in the hands of the superintendent, subject, of course, to confirmation by the board. I am satisfied that under such conditions the superintendent would be conservative and watchful to pass upon the qualifications of all teachers applying for positions. He would undoubtedly recommend to the board for appointment only such teachers as in his judgment would do satisfactory work, for to do otherwise, would be simply to involve himself in difficulties in the course of time; or if this course would seem to be too radical, I would suggest another plan. I would have as now, five members constitute the committee on appointments but would omit from membership the superintendent and first assistant superintendent, but under all circumstances would make it their duty to attend all meetings at which appointments were made and to give reasons for changes, if any, to pass upon the work of the teachers and also full reasons as to why certain applicants should or should not be appointed. Should this committee disagree, two reports might be submitted to the board, leaving it to them to decide as between the respective candidates recommended. Should this latter plan be preferred, it would become a very vital question as to who would assume the great responsibility involved in making the appointments. For myself, I must say candidly, I favor the former plan mentioned.

I now come to the following question: How should the president co-operate with the superintendent and the principals? Where do the duties of the president begin and where do those of the superintendent begin? It goes without saying that absolute harmony should prevail between the superintendent and the president of the board; moreover, they ought to be in close touch, each willing to give careful consideration to any suggestion or proposition coming from the other. They should advise with each other frequently and in a spirit actuated wholly by their interest in the schools. They should give full and exact information to committees and to the board on all matters coming up from time to time, so that after action by the board, misunderstandings may not occur. It is desirable for the president to know the principals of the schools in the city. The principal of a school gives the tone and character to his school, and it therefore becomes essential for the president to know the standing and character of the men at

the head of the various district and primary schools. Frequently personal visits to other building would give him a familiarity not only with this feature of the school work, but also would enable him to keep a watchful eye upon the sanitary conditions surrounding the children attending the public schools. In connection with this subject of principals, it occurs to me as being desirable that before appointments are made for any one school, the principal should be consulted, or be asked to advise with the superintendent, so that he could be made responsible for the work of his teachers. Naturally he could plead that he was not responsible for the work of teachers who are thrust upon him. Thus the responsibility for efficient work would extend through the entire corps. This responsibility would be definite and fixed and in case of poor work, the remedy would lie at hand. This principle has been recognized in the framing of the new school law which now applies to the City of Milwaukee. There is a provision in the statute whereby a committee constituted similarly to the committee on appointments is empowered to dismiss teachers. As in the case of the other committee, the superintendent and first assistant superintendent and the president of the board are members of this committee.

Of course, the plan above suggested in centralizing the power of the administration in the office of the superintendent, giving him the initiative with supervisory power by the board, requires the right kind of a superintendent. I want to emphasize this fact particularly, that if a superintendent is given the latitude heretofore described in this paper, he must be in every sense a trustworthy and reliable man, possessed of great will-power that will enable him to withstand personal pressure and not permit outside influence to affect his actions.

New York, N. Y. In a letter written to President Little of the board of education, Fire Chief Croker makes several suggestions concerning the safety of children in the public school buildings in case of a fire while school was in session. Chief Croker recommends that the board have little fire alarm boxes placed in every class room, and as convenient to the teacher's desk as possible. This box would be connected with the regular street box and an alarm turned in from a room would be registered the same as if sent from a box in front of the school building. In making several other suggestions Chief Croker said: "While I do not anticipate any danger, I do not believe in waiting until some terrible panic happens before some move is made to prevent any possibility of children being caught in a room and unable to get out in safety."



A TEACHER'S HOME IN THE PHILIPPINES.

## A New Publishing House.

The Globe School Book Company, incorporated under the laws of the State of New York, entered the educational field on May first with a good list of public schools books. It is contemplated to publish a complete list as fast as arrangements can be made with competent editors. Mr. J. Hunt Butler is manager, and Mr. J. A. Bowen is connected with the company. The offices are located at 103 Fifth Avenue, New York City.

The list of books at present consist of eleven volumes of English Classics as prescribed by the committee in English for College entrance examinations. Four more volumes are now under way. They also have a set of vertical copy books (six books). The style is very simple and possesses merit.

The new spelling books, arranged with English words as spoken and written, for primary and grammar school grades, bound in cloth, are also on the list. The cover designs of the above are very handsome. Several books are under way, besides the English Classics, which consist of arithmetic, readers, primer and English literature.

The managers invite correspondence with teachers and superintendents as well as authors and editors. The Globe School Book Company is composed of men with long experience in the educational field, and a successful career for the new company may be predicted.

## HARD TO BELIEVE.

Effects of Coffee on Human Beings.

"Every time that I indulged, even in a weak cup of coffee, I suffered with a terrible headache and disordered stomach. Ten months ago I quit coffee altogether and took up Postum Food Coffee. I have no more headaches; am very much stronger and in better flesh than I was before I began. I can work hard all day without feeling tired at all.

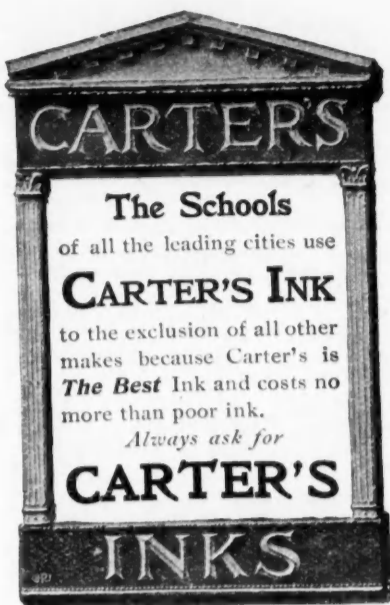
"Before I drank Postum, I got so tired at my work that I had to lie down in the afternoon. Occasionally I would faint away. A lady friend, an author, says she would not be without Postum Food Coffee for anything in the world. She uses it three times a day and says it keeps her mind clear and bright and her body healthy.

"Another friend, a lady who is a cripple and has been an invalid for a long while, took up Postum Coffee about two years ago. She has gained many pounds, and her flesh is now hard and firm. It is natural we should sing the praises of Postum." Miss Ida M. Forney, 24 Highland Ave., Melrose Highlands, Mass.

It will be observed from the above that each person showed an increase in sturdy strength, brought about by leaving off coffee and the use of Postum Food Coffee. The reason for this experience is that the poisonous alkaloids contained in regular coffee, prostrated the nervous system, bringing on all sorts of aches and ails, and disintegrating the delicate cells in the nerve centers, destroying and throwing out the elements absolutely required by Nature for maintaining good, sound nervous strength and health.

When coffee is discontinued, Nature seeks to set up a healing and repair the damage. The efforts of Nature are powerfully aided by certain elements in Postum Food Coffee which come from parts of the field grain, selected especially for the purpose, by the makers of Postum. One of the principal elements is phosphate of potash—a delicate, microscopic product used by the system in combination with albumen of the food to make up the cells in the nerve centers of the human body. There is a well-defined reason why people can add greatly to their strength and health by leaving off coffee and using Postum Food Coffee.

## School Board Journal



### Heating and Ventilating.

Fitchburg, Mass. Representatives of the Magee Furnace Co. and the Fuller-Warren Heating and Ventilating Co. have been in conference with the school board for the purpose of concluding as to the kind of heating and ventilating system to be used in the new school house.

Leominster, Mass. Contract for heating and ventilating the new \$30,000 school house awarded to the Fuller & Warren Co., of Boston.

South Bend, Ind. The board accepted the proposal of W. B. Clafflin, of Toledo, O., for installing a satisfactory heating and ventilating plant in the Madison school.

Oshkosh, Wis. To the American Foundry and Furnace Co., of Milwaukee, was awarded the contract for heating and ventilating the new Tenth ward school.

Dayton, O. The Cincinnati Heating and Ventilating Co. installed their system in one of the recently erected schools.

Elmwood, Conn. The Magee Furnace Co., of Boston, has the contract for placing their heating and ventilating system in the new school house. The furnaces will be supplied with a crematory in connection with the sanitariums, thus taking care of the sewerage.

Pontiac, Ill. Bids to furnish heating and ventilating system for the new school house on the south side received from Carson & Co., Danville; O'Shea Bros., Chicago; N. B. Brown & Co., Chicago; G. H. Miller, Pontiac; Peoria Heating Co., Peoria; Frank Morrison, Pontiac; L. W. Straw, Danville; P. D. Bagnell, Pontiac; W. A. Pope, Chicago.

Peoria, Ill. Furnace supplies procured from H. Sandemeyer & Co., of Peoria.

Pittsburg, Pa. The heating and ventilating apparatus in the new Friendship school, Twentieth ward, is controlled from the cellar. Here are situated two 60-horse power boilers and a large steam coil. The air is drawn into the building from a shaft situated outside the building by a fan 76 inches in diameter. The air is forced over the steam coils and heated and then sent through the rooms. The impure air is all expelled from the building by a fan of the same size.

## E. FABER.



### LEAD PENCILS.



### THE CHANDLER A REVELATION

In school desk construction going to show that the commonly accepted idea of a school desk combining seat and desk in one, is radically wrong, that the idea of seating all sizes and ages of children in one size of desk is barbarous and inhuman. In use, it has demonstrated the fact that it is the only really practical and desirable adjustable desk on the market and has created

### A REVOLUTION

In the seating of modern school houses. The educated informed school officer no longer considers the old-fashioned non-adjustable combination desks; he is not deceived by the specious claims and arguments of those manufacturing worthless imitations of our desk, and insists on the **CHANDLER** and gets the best.

Have you ever read the treatise by the famous Dr. Scudder on the subject of Adjustable Chair Desks? If not, it is worth your perusal. We will gladly send it to you without charge if requested. The Chandler is

**THE ONLY ADJUSTABLE DESK WORTHY OF THE NAME.**

MANUFACTURED AT

**CHANDLER ADJUSTABLE CHAIR AND DESK WORKS,**

Office: 165 Devonshire St., BOSTON, MASS.

Factory: Walpole, Mass.

### No DISEASE has so baffled the medical skill of all ages as RHEUMATISM.

and no remedy has ever been known to cure it until "5 Drops,"



the Rheumatic Cure demonstrated its wonderful curative power.

It has never failed to cure RHEUMATISM in any form, Acute or Chronic.

[TRADE MARK]

Here is what a Prominent Physician has to say who has had 35 years of active Practice of Medicine:

I have never before in my 35 years of practice of medicine given my testimonial or recommendation to any patent medicine, but there is a remedy, the result of which has come under my own observation; for there is no Disease which has so baffled the medical skill of all ages as Rheumatism and to find a Reliable remedy for the same. At last we have found it in "5 DROPS," manufactured by the Swanson Rheumatic Cure Company, Chicago, Ill.

The "5 DROPS," has proven itself wonderful for its curative power in Rheumatism, not as a Temporary Reliever only, but to give a Permanent Cure even in chronic cases. Sometime ago, I had among others several Rheumatic cases, under my treatment and prescribed for these patients the very best Remedies which I skillfully selected, but without desirable results. I then heard of "5 DROPS" and of its Wonderful Cures, and prescribed it to a few patients who found relief from its use within a few days. After that I prescribed it to a great number and to my surprise, I will say that in the course of Two or Three Weeks after they had used "5 DROPS" and "5 Drop" Plasters they were Cured.

Among these were a few who had, for a number of years, been suffering with Chronic Rheumatism, who had piloted themselves around on Crutches. They came to my office without Crutches and told me they were perfectly Well. They give all the credit to "5 DROPS" and to "5 Drop" Plasters and this is their testimony to the Swanson Rheumatic Cure Company for their kindness and for the conscientious way in which they are placing these Wonderful Remedies among suffering humanity, which they told me to write to the Company as an acknowledgement.

As I have seen the Curative Power of "5 DROPS" and "5 Drop" Plasters, in a great many instances, I can Truly recommend them and also that the firm is perfectly honest and reliable to deal with. C. A. JACKSON, Physician and Surgeon, Kearney, Neb., Aug. 29, 1899.

**How Long Have You Suffered with RHEUMATISM?  
How Long Have You Read About "5 DROPS" Without Taking Them?**

Do you not think you have wasted precious time and suffered enough? If so, then try the "5 drops" and be promptly and permanently cured of your afflictions. "5 Drops" is a speedy and Sure Cure for Rheumatism, Neuralgia, Sciatica, Lumbago (lame back), Kidney Diseases, Asthma, Hay-Fever, Dyspepsia, Catarrh of all kinds, Bronchitis, La Grippe, Headache, Nervous or Neuralgic, Heart Weakness, Dropsy, Earache, Spasmodic and Catarrhal Croup, Toothache, Nervousness, Sleeplessness, Creeping Numbness, Malaria, and kindred diseases. "5 Drops" has cured more people, during the past four years, of the above named diseases than all other remedies known, and in case of Rheumatism is curing more than all the doctors, patent medicines, electric belts and batteries combined, for they cannot cure Chronic Rheumatism. Therefore, waste no more valuable time and money longer, but try "5 Drops" and be promptly CURED. "5 Drops" is not only the best medicine, but it is the cheapest, for a \$1.00 bottle contains 300 doses. Price per bottle \$1.00, prepaid by mail or express, or 6 bottles for \$5.00. For the next 30 days we will send a 25c. sample FREE to any one sending 10 cents to pay for the mailing. Agents wanted. Write to-day.

**SWANSON RHEUMATIC CURE CO., 160-164 E. LAKE STREET, CHICAGO.**

# DIRECTORY SCHOOL SUPPLY AND EQUIPMENT DEALERS

This directory has been prepared for the convenience of Secretaries, Boards of Education and school officials who contemplate the erection of school houses and the purchase of School Furniture, Supplies and Equipment. The names of reliable firms only are listed. Write them for estimates and other information.

<p><b>Apparatus.</b> McIntosh Battery &amp; Optical Co.....Chicago L. E. Knott Apparatus Co.....Boston Educational Ass'n.....Chicago Standard School Fur. Co..... E. W. A. Rowles..... Central Sch'l Supply House..... Chicago Lab. Sup. &amp; Scale Co..... A. H. Andrews Co.....Boston Franklin Educational Co..... School &amp; Office Supply Co..... .....Grand Rapids, Mich. L. A. Murray.....Kilbourn, Wis. E. H. Sargent &amp; Co.....Chicago E. G. Smith.....Columbia, Pa. Chas. W. Holbrook..... .....Windsor Locks, Conn.</p> <p><b>Artificial Slate.</b> Standard School Fur. Co.....Chicago Central School Supply House..... School &amp; Office Supply Co..... .....Grand Rapids, Mich. L. A. Murray.....Kilbourn, Wis. American School Furniture Co..... .....New York, Chicago. Grand Rapids School Furniture Co..... .....New York, Chicago. Thos. Kane &amp; Co. Works..... .....New York, Chicago. Cleveland School Furniture Works..... .....New York, Chicago. Chandler Adjustable Chair &amp; Desk Works.....Boston</p> <p><b>Bells.</b> Meneely Bell Co.....Troy, N. Y. McShane Bell Foundry Baltimore, Md. Central Sch'l Supply House, Chicago. Peckham, Little &amp; Co. New York City. Standard School Fur. Co.....Chicago E. W. A. Rowles..... E. G. Dann &amp; Co..... A. H. Andrews Co..... School &amp; Office Supply Co., .....Grand Rapids, Mich. L. A. Murray.....Kilbourn, Wis. J. L. Hammett Co.....Boston-New York St. Louis Bell Foundry, St. Louis, Mo.</p> <p><b>Black Boards.</b> Educational Ass'n New York-Chicago Standard School Fur. Co..... Central Sch'l Supply House..... E. G. Dann &amp; Co..... E. W. A. Rowles..... The Caxton Co..... A. H. Andrews Co..... School &amp; Office Supply Co., .....Grand Rapids, Mich. Thos. Kane &amp; Co.....Racine, Wis. L. A. Murray.....Kilbourn, Wis. J. L. Hammett Co.....Boston-New York Peckham, Little &amp; Co.....New York Potter &amp; Putnam Co.....New York Sterling School Supply Co., .....Mt. Sterling, O. American School Furniture Co..... .....New York, Chicago. Grand Rapids School Furniture Co..... .....New York, Chicago. Thos. Kane &amp; Co. Works..... .....New York, Chicago. Cleveland School Furniture Works..... .....New York, Chicago. Chandler Adjustable Chair &amp; Desk Works.....Boston</p> <p><b>Blinds.</b> Central Sch'l Supply House, Chicago. Standard School Fur. Co..... E. W. A. Rowles..... A. H. Andrews Co..... L. A. Murray.....Kilbourn, Wis. Peckham, Little &amp; Co.....New York</p> <p><b>Badges.</b> Gunde &amp; Upmeyer.....Milwaukee. Central Sch'l Supply House.....Chicago</p> <p><b>Book Covers.</b> Holden Book Cover Co..... .....Springfield, Mass. Triangular Book Cover Co..... .....Syracuse, N. Y.</p> <p><b>Commencement Stationery.</b> Peckham, Little &amp; Co.....New York. Central School Supply House..... .....New York-Chicago Standard Sch'l Furn. Co..... E. A. W. Rowles..... E. G. Dann &amp; Co..... The Caxton Co..... J. L. Hammett Co.....Boston-New York Sterling School Supply Co., .....Mt. Sterling, O.</p> <p><b>Crayon.</b> American School Furniture Co..... .....New York, Chicago. Grand Rapids School Furniture Co..... .....New York, Chicago. Thos. Kane &amp; Co. Works..... .....New York, Chicago. Cleveland School Furniture Works..... .....New York, Chicago.</p>	<p>Chandler Adjustable Chair &amp; Desk Works.....Boston.</p> <p><b>Charts.</b> Peckham, Little &amp; Co.....New York Thomas Kane &amp; Co.....Chicago. Educational Ass'n..... Standard School Fur. Co..... A. H. Andrews Co..... E. G. Dann &amp; Co..... Western Pub. House..... E. W. A. Rowles..... Central Sch'l Supply House, Century School Supply Co..... School &amp; Office Supply Co., .....Grand Rapids, Mich. L. A. Murray.....Kilbourn, Wis. J. L. Hammett Co.....Boston-New York Sterling School Supply Co., .....Mt. Sterling, O. Potter &amp; Putnam Co.....New York</p> <p><b>Diplomas.</b> Central Sch'l Supply House, Chicago. E. W. A. Rowles..... Standard School Fur. Co..... E. G. Dann &amp; Co..... Oliver Adams Pub. Co.....Chicago. Peckham, Little &amp; Co.....New York Sterling School Supply Co., .....Mt. Sterling, O.</p> <p><b>Drawing Tables.</b> Prang Educational Co..... .....Boston-New York-Chicago</p> <p><b>Dry Closets.</b> Am. Warming &amp; Ventilating Co.....Chicago Peck-Williamson Co.....Cincinnati, O. Lewis &amp; Kitchen.....Kansas City, Mo.</p> <p><b>Erasers.</b> Peckham, Little &amp; Co. New York City. W. H. Londergon.....Duncan Park.....Chicago, Ill. J. M. Olcott &amp; Co.....New York-Chicago Thomas Kane &amp; Co.....Racine, Wis. Educational Ass'n.....Chicago. E. G. Dann &amp; Co..... Standard School Fur. Co..... E. W. A. Rowles..... Central Sch'l Supply House, The Caxton Co..... A. H. Andrews Co..... School &amp; Office Supply Co., .....Grand Rapids, Mich. L. A. Murray.....Kilbourn, Wis. J. L. Hammett Co.....Boston-New York Sterling School Supply Co., .....Mt. Sterling, O. Potter &amp; Putnam Co.....New York</p> <p><b>Fire Escapes.</b> National Iron Co.....Reed City, Mich</p> <p><b>Flags.</b> J. A. Joel &amp; Co.....New York. Peckham, Little &amp; Co..... Central Sch'l Supply House, Chicago. Thomas Kane &amp; Co.....Racine, Wis. Educational Ass'n.....Chicago. E. W. Rowles..... Standard School Fur. Co..... A. H. Andrews Co..... E. G. Dann &amp; Co..... School &amp; Office Supply Co., .....Grand Rapids, Mich. L. A. Murray.....Kilbourn, Wis. J. L. Hammett Co.....Boston-New York Sterling School Supply Co., .....Mt. Sterling, O.</p> <p><b>Globes.</b> Central Sch'l Supply House, Chicago. Thomas Kane &amp; Co.....Racine, Wis. Educational Ass'n.....Chicago. Standard School Fur. Co..... E. W. A. Rowles..... J. M. Olcott &amp; Co..... E. G. Dann &amp; Co..... Century School Supply Co..... The Caxton Co..... A. H. Andrews Co..... School &amp; Office Supply Co., .....Grand Rapids, Mich. L. A. Murray.....Kilbourn, Wis. Peckham, Little &amp; Co.....New York J. L. Hammett Co.....Boston-New York Sterling School Supply Co., .....Mt. Sterling, O. Potter &amp; Putnam Co.....New York American School Furniture Co..... .....New York, Chicago. Grand Rapids School Furniture Co..... .....New York, Chicago. Thos. Kane &amp; Co. Works..... .....New York, Chicago. Cleveland School Furniture Works..... .....New York, Chicago.</p>	<p>Chandler Adjustable Chair &amp; Desk Works.....Boston. Chas. W. Holbrook.....Windsor Locks, Conn.</p> <p><b>Heating and Ventilation.</b> The Powers Regulator Co.....Chicago Am. Warming &amp; Ventilating Co.....Chicago Lewis &amp; Kitchen.....Kansas City, Mo. Peck-Williamson Co.....Cincinnati, O.</p> <p><b>Ink and Ink Wells.</b> Carter's Ink Co.....New York-Chicago H. D. Kirk..... Thomas Kane &amp; Co..... Central Sch'l Supply House, Educational Ass'n..... The Caxton Co..... E. G. Dann &amp; Co..... Standard Sch. Furniture Co..... E. W. Rowles..... A. H. Andrews Co..... School and Office Supply Co., .....Grand Rapids, Mich. L. A. Murray.....Kilbourn, Wis. Peckham, Little &amp; Co.....New York J. L. Hammett Co.....Boston-New York Sterling School Supply Co., .....Mt. Sterling, O. Potter &amp; Putnam Co.....New York</p> <p><b>Kindergarten Supplies.</b> Smith &amp; White Mfg. Co.....Holyoke, Mass. J. W. Schermerhorn &amp; Co.....New York. Thos. Charles &amp; Co.....Chicago, Ill. E. W. A. Rowles..... Milton Bradley &amp; Co. Springfield, Mass. J. L. Hammett Co.....Boston-New York</p> <p><b>Lead Pencils.</b> Eberhard Faber.....New York Eagle Pencil Co..... Joseph Dixon Co.....Jersey City, N. Y.</p> <p><b>Magic Lanterns.</b> McIntosh Stereopticon Co.....Chicago Central School S. House.....Chicago.</p> <p><b>Maps.</b> Peckham, Little &amp; Co.....New York Central Sch'l Supply House, Chicago. Thomas Kane &amp; Co.....Racine, Wis. E. W. A. Rowles.....Chicago. Educational Ass'n.....Chicago. Standard S. F. Co..... Western Pub. House..... Century School Supply Co..... A. H. Andrews Co..... School and Office Supply Co., .....Grand Rapids, Mich. L. A. Murray.....Kilbourn, Wis. J. L. Hammett Co.....Boston-New York Potter &amp; Putnam Co.....New York McConnell School Supply Co., .....Philadelphia,</p> <p><b>Manual Training Supplies.</b> W. C. Toles &amp; Co., Irving Park, Chgo Hamacher &amp; Schlemmer Co.....N.Y. Chandler &amp; Barber.....Boston</p> <p><b>Mutelage.</b> Central Sch'l Supply House, Chicago. Educational Ass'n.....Chicago. E. W. A. Rowles..... Standard S. F. Co..... E. G. Dann &amp; Co..... School and Office Supply Co., .....Grand Rapids, Mich. Peckham, Little &amp; Co.....New York J. L. Hammett Co.....Boston-New York</p> <p><b>Outline Blackboards.</b> E. G. Dann &amp; Co.....Chicago</p> <p><b>Pencil Sharpener.</b> F. H. Cook &amp; Co.....Leominster, Mass. E. W. A. Rowles.....Chicago. Standard School Fur. Co..... A. B. Dick &amp; Co..... E. G. Dann &amp; Co..... Central Sch'l Supply House, Chicago. A. H. Andrews Co..... J. L. Hammett Co.....Boston-New York School and Office Supply Co., .....Grand Rapids, Mich. Peckham, Little &amp; Co.....New York Sterling School Supply Co., .....Mt. Sterling, O.</p> <p><b>Pens.</b> Geo. F. King &amp; Co.....Boston. The Esterbrook Pen Co.....New York. Eagle Pencil Co.....</p>	<p><b>Program Clocks.</b> Fred. Frick.....Waynesboro, Pa. Blodgett Bros.....Boston</p> <p><b>Projection Lanterns.</b> McIntosh Stereopticon Co.....Chicago.</p> <p><b>Physical and Chemical Apparatus.</b> L. E. Knott Apparatus Co.....Boston Central Sch'l Supply House, Chicago. E. W. A. Rowles.....Chicago. Franklin Educational Co..... Chicago Lab. Sup. &amp; Scale Co..... E. H. Sargent &amp; Co.....Chicago</p> <p><b>Relief Globes.</b> <b>Relief Maps.</b> E. W. A. Rowles.....Chicago. Western Pub. House..... Central Sch'l Supply House..... E. G. Dann &amp; Co..... A. H. Andrews Co..... L. A. Murray.....Kilbourn, Wis.</p> <p><b>School Furniture.</b> Am. School Fur. Co.....N. Y., Chicago Central Sch'l Supply House, Chicago. Chandler Desk &amp; Seat Co.....Boston Cleveland School Fur. Co., .....Cleveland, O. Educational Ass'n.....Chicago. E. W. A. Rowles..... E. G. Dann &amp; Co..... A. H. Andrews Co..... Grand Rapids School Fur. Co., .....Grand Rapids, Mich. Haney School Furniture Co., .....Phila., Pa. J. M. Sauder Co..... L. A. Murray.....Kilbourn, Wis. Moore Mfg. Co.....Springfield, Mo. Piqua School Fur. Co.....Piqua, O. Standard School Fur. Co.....Chicago. Thomas Kane &amp; Co.....Racine, Wis.</p> <p><b>School Papers.</b> Smith &amp; White Mfg. Co., Holyoke, Mass</p> <p><b>School Records.</b> Peckham, Little &amp; Co.....New York Central Sch'l Supply House, Chicago. E. W. A. Rowles..... Standard S. F. Co..... E. G. Dann &amp; Co..... A. H. Andrews Co..... School &amp; Office Supply Co., .....Grand Rapids, Mich. L. A. Murray.....Kilbourn, Wis. American School Furniture Co..... .....New York, Chicago. Grand Rapids School Furniture Co., .....New York, Chicago. Thos. Kane &amp; Co. Works..... .....New York, Chicago. Cleveland School Furniture Works..... .....New York, Chicago. Chandler Adjustable Chair &amp; Desk Works.....Boston</p> <p><b>School Blanks.</b> Smith &amp; White Mfg. Co.....Holyoke, Mass. Central Sch'l Supply House, Chicago. L. A. Murray.....Kilbourn, Wis. Peckham, Little &amp; Co.....New York. Franklin Educational Co.....Boston. E. G. Dann &amp; Co.....Chicago Standard School Fur. Co..... Oliver Adams Pub. Co..... E. W. A. Rowles..... The Caxton Co..... A. H. Andrews Co..... School &amp; Office Supply Co., .....Grand Rapids, Mich. Thomas Kane &amp; Co.....Racine, Wis. J. L. Hammett Co.....Boston-New York</p> <p><b>School Room Decorations.</b> Perry Picture Co.....Malden, Mass.</p> <p><b>Slate.</b> Jas. L. Foote.....Slatington, Pa. Standard Sch. Furn. Co.....Chicago. E. W. A. Rowles..... Central Sch'l Supply House, E. G. Dann &amp; Co..... The Holly Slicate Slate Co. New York School and Office Supply Co., .....Grand Rapids, Mich. Peckham, Little &amp; Co.....New York Sterling School Supply Co., .....Mt. Sterling, O. American School Furniture Co..... .....New York, Chicago. Grand Rapids School Furniture Co..... .....New York, Chicago. Thos. Kane &amp; Co. Works..... .....New York, Chicago. Cleveland School Furniture Works..... .....New York, Chicago.</p>	<p>L. A. Murray.....Kilbourn, Wis. Chandler Adjustable Chair &amp; Desk Works.....Boston.</p> <p><b>Slate Frame Cushions.</b> Gustave Beyer.....Milwaukee</p> <p><b>School Supplies.</b> Smith &amp; White Mfg. Co.....Holyoke, Mass. J. W. Schermerhorn &amp; Co.....N. Y. City Peckham, Little &amp; Co. New York City Greenwood School Supply Co., .....Youngstown, O. Thomas Kane &amp; Co.....Racine, Wis. Educational Ass'n.....Chicago E. W. A. Rowles..... Century School Supply Co..... E. G. Dann &amp; Co..... Central Sch'l Supply House, Standard Sch'l Furn. Co..... The Caxton Co..... A. H. Andrews Co..... 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L. Hammett Co.....Boston-New York Sterling School Supply Co., .....Mt. Sterling, O. Potter &amp; Putnam Co.....New York A. H. Andrews Co.....Chicago</p> <p><b>Steel Pens.</b> Central Sch'l Supply House.....Chicago. E. G. Dann &amp; Co..... E. W. A. Rowles..... School and Office Supply Co., .....Grand Rapids, Mich. Peckham, Little &amp; Co.....New York. J. L. Hammett Co.....Boston-New York Sterling School Supply Co., .....Mt. Sterling, O.</p> <p><b>Stereopticons.</b> L. E. Knott Apparatus Co.....Boston</p> <p><b>Teachers' Agencies.</b> The Educational Exchange.....Des Moines, Ia. Central Teachers' Bureau.....Phila. Interstate Teachers Agency.....Chicago Syracuse Teachers' Agency, Syracuse Schermerhorn Teachers' Agency.....N.Y. Pratt Teachers' Agency.....N. Y. Home.....Boston. Bardeen's Teachers Agency, .....Syracuse, N. Y. Bridge.....Boston, Chicago Albany.....Albany N.Y. Teachers' Exchange.....Boston Teachers' Co-operative Assn..... .....Boston and Albany, N.Y. Robertson's Teachers' Agency, .....Memphis, Tenn.</p> <p><b>Typewriters.</b> Wyckoff, Seamans &amp; Benedict.....Chicago, New York. Am. Writing Mach. Co..... Smith Premier Typewriter Co., .....Syracuse, N. Y. Densmore Typewriter Co.....New York. The Blickensderfer Mfg. Co.....Chicago</p> <p><b>Waste Pokes.</b> Hess &amp; Curtis.....Warsaw, Ind. E. W. A. Rowles.....Chicago A. H. Andrews Co.....</p> <p><b>Window Shades.</b> Fred. H. Knapp.....Chicago. Stockman &amp; Moore Co. Buffalo, N. Y.</p>
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## New School Buildings.

San Pedro, Cal. A new 8-room school according to plans of Architect Wm. J. Bliesner, 309 Wilcox building, Los Angeles, Cal.

Peoria, Ill. A two-story annex, 90x80 feet, to Garfield school. To cost \$30,000.

Streator, Ill. A new 12-room school according to plans of Architects Reeves & Baillie, Peoria, Ill.

Monmouth, Ill. A special vote was strongly in favor of two new school buildings, one a high school.

Rockfield, Ind. A new school according to plans of Architect J. E. Crain, 46 Masonic Temple, Logansport, Ind.

Marion, Ind. An 8-room school. Plans prepared by Architect B. L. French.

Martinsville, Ind. The sum of \$16,000 has been ordered issued for the erection of a new school.

Kendallville, Ind. The matter of erecting a new school building is under consideration.

Ames, Ia. A new school according to plans of Architect Frank Fiedler, Ottumwa, Ia.

Chariton, Ia. Bids for building new school have been asked. Plans drawn by Edw. W. Stebbins, architect, Masonic Temple, Minneapolis, Minn.

Sigourney, Ia. A new high school according to plans of Architects Liebbe, Nourse & Rasmussen, Des Moines.

Gravity, Ia. Bids are asked for building the new school.

Beaver, Ia. The board has had plans made by Joel Oberg, Ogden, Ia., for a new school.

Lost Nation, Ia. A modern \$6,000 school, with four rooms, is to be built. Address Wm. Stamger.

Columbus, Kans. A new high school. Plans drawn by Wm. F. Schrage, architect, 557 Scheidley building, Kansas City, Mo.

Emporia, Kans. A new 6-room school according to plans of Architect C. W. Squire.

Sterling, Kans. A new high school. Plans prepared by Architect F. S. Allen, Joliet, Ill.

Pembroke, Ky. A three-story school according to plans of Architects Forbes & Bro., Hopkinsville, Ky.

Fall River, Mass. A new textile school is to be erected. Write Wm. Evans.

Grafton, Mass. Architects Frost, Briggs & Chamberlain, Worcester, Mass., were the successful competitors on high school plans for Grafton. \$20,000.

Quincy, Mass. A new 9-room school.

Indian Orchard, Mass. A new \$8,000 school.

Palmer, Mass. A new 10-room school. To cost \$35,000.

Owosso, Mich. A new \$60,000 high school, 24-room building. Plans drawn by Architect F. W. Hollister, 311 Bearinger building, Saginaw, Mich.

West Bay City, Mich. Plans for a new high school are being prepared by Architects Clarke & Munger.

Marshall, Mich. A new \$20,000 high school. Plans drawn by Architect Robt. T. Newberry.

New Ulm, Minn. A new high school according to plans prepared by Architect Herman Amme.

Hibbing, Minn. A new two-story school, 70x90 feet, according to plans of Architects Palmer, Hall & Hunt, Duluth, Minn. To cost \$12,000.

Durant, Miss. Plans for new school house adopted.

Brashear, Mo. The sum of \$4,000 voted for a new school.

Stanton, Neb. Architect J. C. Still, Norfolk, Neb., is preparing plans for the board.

Groveton, N. H. A new \$4,000 school.

Westfield, N. J. Ingle, Almirall & McKenzie, 10 E. Twenty-third street, New York, N. Y., have been selected architects for the new 6-room school. To cost \$40,000.

Pleasantville, N. J. Seymour Davis, 907 Walnut street, Philadelphia, is the architect for the new high school. To contain twelve class rooms and a general assembly room.

Atlantic City, N. J. A new school at corner Lincoln and Ohio avenues.

North Tonawanda, N. Y. A new \$85,000 high school. Orchard & Joralemon, Niagara Falls, N. Y., are architects.

Oswego Falls, N. Y. Bids have been asked for the erection of a 16-room school.

Schenectady, N. Y. A new \$75,000 high school.

Mandan, N. D. A new 12-room school. Plans were drawn by Hancock Bros., architects, Fargo, N. D.

Drayton, N. D. A new two-story school, 52x52 feet. To cost \$15,000.

East Cleveland, O. A 4-room addition to the Superior street school. Plans prepared by Architects Knox & Elliott.

Burlington, O. Plans for a two-story school here have been completed by Architect C. M. Foster, Cincinnati.

Lorain, O. A new school is contemplated.

Elizabethtown, Pa. A new \$15,000 college building.

Vandergrift, Pa. A 4-room school. P. S. McMullen, architect.

Butler, Pa. A new \$20,000 school. Architects C. C. and A. L. Thayer, Newcastle, Pa., are preparing plans.

Allegheny, Pa. An addition to high school is to be made.

Easton, Pa. A modern school to be erected. Write J. W. H. Knerr, secretary.

Allentown, Pa. Two new schools are to be erected. Plans prepared by Architects Jacoby & Weishampel.

Alverton, Pa. A two-story 4-room school. Write W. M. Gaffney.

Montgomery, Vt. Architect J. C. Lawrence has plans for a school building.

New Lisbon, Wis. The plans of Architects Wm. Waters & Son, Oshkosh, Wis., have been accepted for a high school building, 70x100 feet.

Madison, Wis. Contract for building the new school awarded.

Fond du Lac, Wis. Two new schools. One a 6-room and the other a 4-room building.

## Newly Elected Presidents of Boards of Education.

Kansas City, Mo., R. L. Yeager; Trenton, Mo., L. Collier; Gloucester City, N. J., Charles C. Collings; Salem, O., R. V. Hampton; Cleveland, O., Thomas Boutall; Findlay, O., W. W. Shuler; Youngstown, O., Reese L. Jones; Bowling Green, O., Dr. William Tuller; Marion, O., C. C. Fisher; Conneaut, O., Allen M. Cox; Massillon, O., J. C. Corns; Ashland, O., T. R. Shinn; Columbus, O., Dr. J. A. Stout; Cincinnati, O., Charles Weidner, Jr.; Jefferson, O., C. C. Babcock; Hoboken, N. J., Edward Offerman; Hamilton, O., M. D. Lindley; Dayton, O., G. C. Kennedy; West Lebanon, N. H., George A. Wilkins; St. Joseph, Mo., Dr. A. E. Donelan; Huntsville, Mo., J. A. Helther; Toledo, O., John W. Dowd; Lake City, Minn., C. A. Hubbard; Kingston, Mo., H. W. S. Johnston; Port Huron, Mich., W. F. Lewis; Wabash, Ind., M. W. Harrison; Winona, Minn., J. A. Tormey; Grinnell, Ia., D. A. Thornburg; Camden, N. J., Martin V. Bergen; St. Joseph, Mo., E. B. Neely.

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## Side Trips from Charleston.

Upon deposit with the S. E. P. A. Joint Agent by the holders of return portions of round trip tickets sold to Charleston, S. C. account of the National Educational Association, side trip tickets at the rate of One fare for the round trip will be sold on July 14th, 1900, good returning fifteen (15) days from date of sale, from Charleston, S. C., to all points in the territory bounded by an imaginary line drawn from Jacksonville, Fla., to Pensacola, Fla., Mobile, Ala., New Orleans, La., Meridian, Miss., Birmingham, Ala., Chattanooga, Tenn., Bristol, Tenn., White Sulphur Springs, W. Va., and Washington, D. C., thence back to Charleston, through Richmond, Norfolk, etc. Tickets to be limited to continuous passage in each direction, and of iron-clad signature form.

Lansing, Mich. The board has made a purchase of a Remington typewriter. A supply of lead pencils ordered from the Joseph Dixon Crucible Co.

Springfield, Ill. The Seth Thomas Clock Co. was awarded the contract for placing a new clock in the tower of the high school.

Waukon, Ia. The record books used by the secretary of the board purchased from the Oliver Adams Publishing Co., of Chicago.

Galesburg, Ill. Supplies for the high school laboratory purchased from Bausch & Lomb Optical Co.; drawing material from Prang Educational Co.

Pittsburg, Pa. All the drinking water in the new Friendship school, Twentieth ward, is filtered.

Berlin, Wis. High school laboratory supplies purchased from the Chicago Laboratory Supply and Scale Co.

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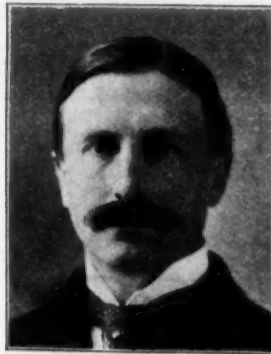
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### Books Received.

Quentin Durward. By Sir Walter Scott, Bart. Edited with an introduction by Mary Harriet Norris. Published by the American Book Co., New York, Cincinnati, Chicago. 332 pages.

Old Norse Stories. By Sarah Powers Bradish. 12mo, 240 pages, illustrated. Price 45 cents. The Eclectic School Readings. Published by the American Book Co., New York, Cincinnati, Chicago.

The Complete Pocket Guide to Europe. Edited by Edmund C. Stedman and Thomas L. Stedman. 505 pages, with memoranda pages in back of volume. Supplement to the Complete Pocket Guide to Europe. 29 pages. By same author. Published by William R. Jenkins, New York.

A Smaller History of Rome. By Sir William Smith, D.C.L., LL.D. New and thoroughly revised edition by A. H. J. Greenidge, M.A., Lecturer and late Fellow of Hertford College; Lecturer in Ancient History in Brasenose College, Oxford. Cloth, 12mo, 371 pages, with colored map, plans and illustrations. Price \$1. Published by the American Book Co., New York, Cincinnati, Chicago.

A Manual of English History. By Edward M. Lancaster, Principal of the Gilbert Stuart School, Boston. Revised Edition. Cloth, 12mo, 334 pages, illustrated. Price \$1. Published by the American Book Co., New York, Cincinnati, Chicago.

The Reward of Prince Cheerfulness. By Ruth Lewinson. 47 pages, with numerous half-tone illustrations. Published by William R. Jenkins, New York.

What Shall I Do? Fifty Profitable Occupations for Boys and Girls Who Are Undecided as to How to Earn Their Own Living. By John Sidney Stoddard and the author of "Preston Papers." 276 pages, illustrated. Published by Hinds & Noble, New York City.

The Making of Character. Some Educational Aspects of Ethics. By John MacCunn, M.A., LL.D., Balliol College, Oxford; Professor of Philosophy in University College, Liverpool. 222 pages. Price \$1.25. Published by the Macmillan Co., New York. For sale at Des Forges & Co., Milwaukee, Wis.

Paradise Lost. Book I and II. By John Milton. Edited for High School Use by William I. Crane, Head of the English Department Steele High School, Dayton, O. 125 pages, price, 25 cents. Published by The Macmillan Company, New York. For sale at Des Forges & Company, Milwaukee, Wis.

A condensed History of The Middle Ages, by Victor Duruy, formerly Minister of Public Instruction and member of the Academy. Translated from the "Histoire Generale." Revised and Edited by Edwin A. Grosvenor, professor of European History in Amherst College. 111 pages, maps, index. Cloth, 75 cents. Published by Thos. Y. Crowell & Company, New York.

A Condensed History of Modern Times by Victor Duruy, Formerly Minister of Public Instruction and Member of the Academy. Translated from the "Histoire Generale." Revised and edited by Edwin A. Grosnor, professor of European History in Amherst College. One volume, 260 pages, maps, index. Cloth, \$1.00. Published by Thos. Y. Crowell & Company, New York.

The Violet Flame by Fred T. Jane. Exclusive, Authorized Edition. Illustrated. 245 pages, cloth, \$1.00. Published by Laird & Lee, Chicago.

Stories of Maine, by Sophie Swett. Cloth 12mo., 278 pages, with maps and illustrations. Price, 60 cents. Published by the American Book Company, New York, Cincinnati, Chicago.

Hiawatha, The Indian from Longfellow's Song of Hiawatha, by Ella Booher. 233 pages, with many half tone engravings. Published by the Educational Publishing Company, Boston, New York, Chicago.

The Sight Reader. Supplemental Reading for Beginners, prepared by Expert Primary Teachers. 80 pages, with half tone illustrations. Published by Butler, Sheldon & Company, New York, Philadelphia, Chicago.

First Book of the Progressive Course in Reading. Containing Pictures, rhymes and stories. 132 pages.

Second Book of the Progressive Course in Reading. Contains stories, verses, nature studies. 176 pages.

Third Book of the Progressive Course in Reading. Contains 272 pages.

These books are by George I. Aldrich and Alexander Forbes. Published by the Butler, Sheldon Company, New York, Philadelphia, Chicago.

Lee's Standard Guide to Paris. Illustrated City Routes and Every-Day French Conversation. Especially Compiled for American Tourists, by Max Maury, A.B., LL.M., author of English-French Dictionary of Lee's American Tourist's Map of Paris, etc. With German and Italian Tourist's Vocabularies. Flexible cloth, 50 cents, full leather, full gilt, \$1.00, with large plan of Exposition, in colors and Diagrams of the Louvre Museums. Published by Laird & Lee, Chicago.

History of English Literature, by Reuben Post Halleck, M.A., (Yale). Cloth 12mo., 499 pages, illustrated. Price, \$1.25. Published by the American Book Company, New York, Cincinnati, Chicago.

Browning Study Programmes, by Charlotte Porter and Helen A. Clarke. Volume I. Contains 262 pages. First Series. Volume II, 369 pages. Second Series. Published by Thomas Y. Crowell & Company, New York. Price, per set, \$1.50.

Browning Study Programmes, by Charlotte Potter and Helen A. Clarke. One volume 631 pages, index; cloth, \$1.50. Published by Thomas Y. Crowell & Company, New York.

Ginn & Company are to publish a series of language books early in May under the particularly apt title of "The Mother Tongue." The books promise to attract the widest attention for two reasons. First, the teachers of the country have been anxiously awaiting a series of language books which would represent modern methods of teaching for several years. It is generally conceded that the teachers of the country are several years ahead of any available language book in the manner and spirit of their teaching of the subject. The condition is analogous to that which existed on the appearance of Mr. Frye's geographies several years ago. Teachers were tired of the old and formal textbooks in the subject, and hailed Mr. Frye's return to the *natural* basis with delight. Of all subjects taught in the grades, language study has been the most artificial and unsatisfactory to both the teacher and the pupil. If "The Mother Tongue" series breaks away from this formalism and represents the subject naturally, from the child's point of view rather than from the point of view of the philologist or pedagogue, it will meet with an instant success.

The second reason why these books are certain to command attention lies in the fact of their authorship. They represent the co-operation of Professor George Lyman Kittredge, of Harvard University, and Miss Sarah Louise Arnold, Superintendent of schools of Boston.

A happier combination could be hardly imagined. Professor Kittredge spent many years teaching in secondary schools and has continued closely in touch with their needs and methods. He is a latin scholar of note, a grammarian of recognized ability, and is at present at the head of the Department of English in Harvard University. It is to be presumed that his scholarship will be most felt in Book II of the series, which is an Elementary English Grammar.

At the Washington meeting, in 1898, of the Secondary Department of the National Educational Association, a paper on the study of English, including an outline of a course of study, was presented by Mr. W. F. Webster, principal of the east side high school at Minneapolis, Minn. This paper was received with so much favor that Mr. Webster was led to develop the ideas contained in it into a book with the title, "English for Secondary Schools," which will soon be published by Houghton, Mifflin & Co.

The college entrance requirements committee of the National Educational Association recommends in the report made by it at Los Angeles in July, 1899, a course of study, of which it says, "The main points are in accordance with the paper presented by Mr. Webster at Washington."

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**National Educational Association**

**WILL MEET AT**

**CHARLESTON, South Carolina, July 7-13, 1900**

For this occasion the SOUTHERN RAILWAY and connecting lines south of the Ohio and Potomac and east of the Mississippi Rivers, and lines in Central and Western Passenger Ass'n territory, have arranged special rates to Charleston, S. C. and return as follows:

**GOING AND RETURNING SAME ROUTE**—One fare for the Round trip plus \$2.00 Membership Fee.

**DIVERSE ROUTES**—Going one route and returning another. One fare for the round trip, plus \$2.00 Membership Fee, going any direct route and returning via Richmond, Norfolk, Lynchburg, Charlottesville, or vice versa.

**GOING OR RETURNING VIA WASHINGTON**—Going via any direct route and returning via Washington or vice versa, there will be an additional charge to the One Fare for the round trip rate, varying according to point from which you start.

**CHOICE OF ROUTES.**

Via Louisville, Ky., Knoxville, Tenn., Asheville, N. C.  
 Via Louisville, Ky., Chattanooga, Tenn., Atlanta and Augusta, Ga.  
 Via Cincinnati, Knoxville, Tenn., and Asheville, N. C.  
 Via Cincinnati, O., Chattanooga, Tenn., Atlanta and Augusta, Ga.  
 Via Memphis, Chattanooga, Tenn., and Atlanta, Ga.  
 Via Birmingham, Ala., Atlanta and Augusta, Ga.  
 Via Chattanooga, Tenn., and Asheville, N. C.

Returning same route as going, or via any of the routes designated, or  
**Via SOUTHERN RAILWAY,**  
 Charleston to Washington, D. C.  
 Charleston to Richmond, Va.  
 Charleston to Lynchburg, Va.  
 Charleston to Charlottesville, Va.  
 Charleston to Norfolk, Va.

**ALL TICKETS CARRY STOPOVER PRIVILEGES, GOING AND RETURNING**—Stop-overs will be allowed on Southern railway on going trip until July 10th, by depositing ticket with agent where stop-over is desired. On return trip stop-overs will be allowed within final limit of ticket, Sept. 1st, south of the Ohio river by depositing ticket same as described above.

**DATES OF SALE**—From points on South and East of the Ohio, Potomac and Mississippi Rivers, tickets will be sold July 3d, 6th, 7th and 8th. From points in Central Passenger Association North of the Ohio, tickets will be sold July 3d, 5th, 6th, and 8th. The Western Association will doubtless authorize same dates as the Central Passenger Association.

**TICKETS OPEN TO ALL**—The Cheap rates authorized to Charleston by the various routes, account of the National Educational Convention, are not restricted to the use of Teachers and Members of the National Educational Association, but can be used by any one wishing to make the trip.

**THE MOST COMFORTABLE AND MOST ATTRACTIVE ROUTE**—Your attention is called to the Southern Railway as the most direct route from the North and West to Charleston. The Asheville North Carolina Country "The Land of the Sky" where the Southern Railway crosses the Blue Ridge Mountains, will add many pleasures to the trip. It is the most beautiful scenery in America.

**CORRESPONDENCE SOLICITED**—Maps, illustrated literature, schedules and further information relative to total rates via different routes, will be furnished promptly by any of the undersigned representatives of the Southern Railway.

**J. C. BEAM, Jr., N. W. Pass. Agt.,**  
 225 Dearborn Street, Chicago, Ill.

**A. WHEDON, Passenger Agent,**  
 216 Fourth Ave., Louisville, Tenn.

**W. A. TURK, Gen'l Passenger Agent,**  
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**C. A. BAIRD, Traveling Pass. Agent,**  
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**JULY 7-13, 1900.**

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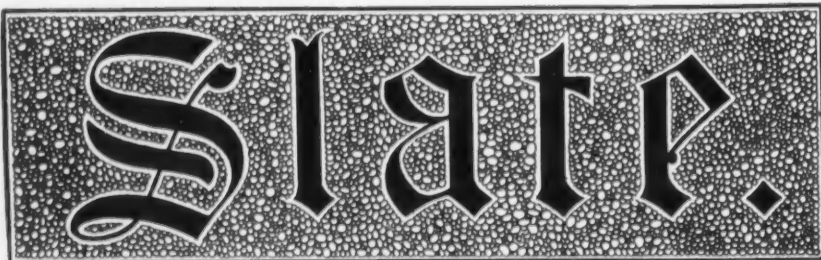
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